ГРУППА VK: https://vk.com/englishmap

2nd Edition

Family and Friends 6

Class Book

DSD
MultiROM

OXFORD

Jenny Quintana

2nd Edition

Family and Friends 6

Class Book

Jenny Quintana

OXFORD
UNIVERSITY PRESS

Scope and sequence

Starter: Welcome back! page 4

Present simple **Present continuous** **Past simple** **Past continuous** **Irregular past forms**

		Words	Grammar	Skills	
Free Time	1	**Art project!**			page 8
		Describing art **Working with words:** Prefixes *un- / im-* **Words in context:** *Island Adventure*	***going to* and *will*** *I'm going to visit an art gallery this afternoon.* *I'll come with you.* **Present continuous with future meaning** *We're meeting at 10 o'clock.*	**Reading:** A story: *Island Adventure* (Cross-curricular link) **Listening:** Listening for details about a painting **Speaking:** Asking and answering questions about paintings	**Writing focus:** Writing a story **Writing outcome:** Completing a story (Workbook)
	2	**Sports adventures!**			page 16
		Extreme sports **Working with words:** Prefixes *dis- / in-* **Words in context:** *Tanya Streeter*	**First conditional and first conditional questions** *If the weather is good, we'll go paragliding.* *Will you come for a walk if the weather is good?* **Second conditional and second conditional questions** *If I had a camera, I'd take a picture.* *Would you play rugby if you lived in England?*	**Reading:** A sports profile: *Tanya Streeter* **Listening:** Listening for details in a sports profile. **Speaking:** Asking and answering questions about sports	**Writing focus:** Using a concept map to plan **Writing outcome:** Completing a concept map and using it to write a leaflet (Workbook)
	3	**It's festival time!**			page 24
		Festival adjectives **Working with words:** Suffix *-ous* **Words in context:** *Top Ten Food Festivals*	**Present perfect: *since / for / already / just / yet / before*** *I've been here since nine o'clock / for five days.* *The procession has already / just finished.* *I haven't seen any fireworks yet.* *I've never eaten anything so delicious before.* **Past simple and present perfect** *I went to that festival last year.* *I've made my costume.*	**Reading:** A travel article: *Top Ten Food Festivals* **Listening:** Listening for details in an interview **Speaking:** Asking and answering questions about food festivals	**Writing focus:** Letter-writing conventions **Writing outcome:** Writing a letter to a friend (Workbook)
		Fluency Time! 1	**Discussing future plans**	**Project: a diary**	page 32
		Extensive reading: non-fiction *The Olympic Games*, fiction *The Picture of Dorian Gray*			page 34
Technology	4	**Transport of the future!**			page 38
		Forms of transport **Working with words:** Phrasal verbs **Words in context:** *Transport Around the World*	**Present perfect continuous 1** *Passengers have been waiting for five hours.* **Time markers** since / for / all morning / all day / all week **Present perfect continuous 2** *I'm tired because I've been working.* *What have you been doing?* *Have you been swimming?*	**Reading:** A book extract: *Transport Around the World* **Listening:** Listening for details in an interview **Speaking:** Asking and answering questions about different forms of transport	**Writing focus:** Using process diagrams **Writing outcome:** Using a process diagram to explain how to ride a bike (Workbook)
	5	**The greatest inventions!**			page 46
		Inventions **Working with words:** Suffix *-ment* **Words in context:** *The History of the Pen*	**The passive (present simple and past simple)** *Many kinds of chewing gum are made.* *The gum wasn't advertised.* **The passive (present continuous)** *My computer is being repaired.*	**Reading:** A timeline: *The History of the Pen* (Cross-curricular link) **Listening:** Identifying opinions **Speaking:** Asking and answering questions about inventions	**Writing focus:** Writing a biography **Writing outcome:** Writing a biography (Workbook)
	6	**You've won a computer!**			page 54
		Computer verbs **Working with words:** Homonyms **Words in context:** *Computers – Fun Facts*	**The passive (future)** *You will be given ten new laptops for your school.* **The passive (present perfect)** *These wires have been disconnected.*	**Reading:** A website article: *Computers – Fun Facts* (Cross-curricular link) **Listening:** Listening for details about why people use computers **Speaking:** Asking and answering questions about computers	**Writing focus:** Presenting a research report **Writing outcome:** Writing a research report (Workbook)
		Fluency Time! 2	**Requesting favours**	**Project: an inventions poster**	page 62
		Extensive reading: non-fiction *Diaries from Delhi*, fiction *Black Beauty*			page 64

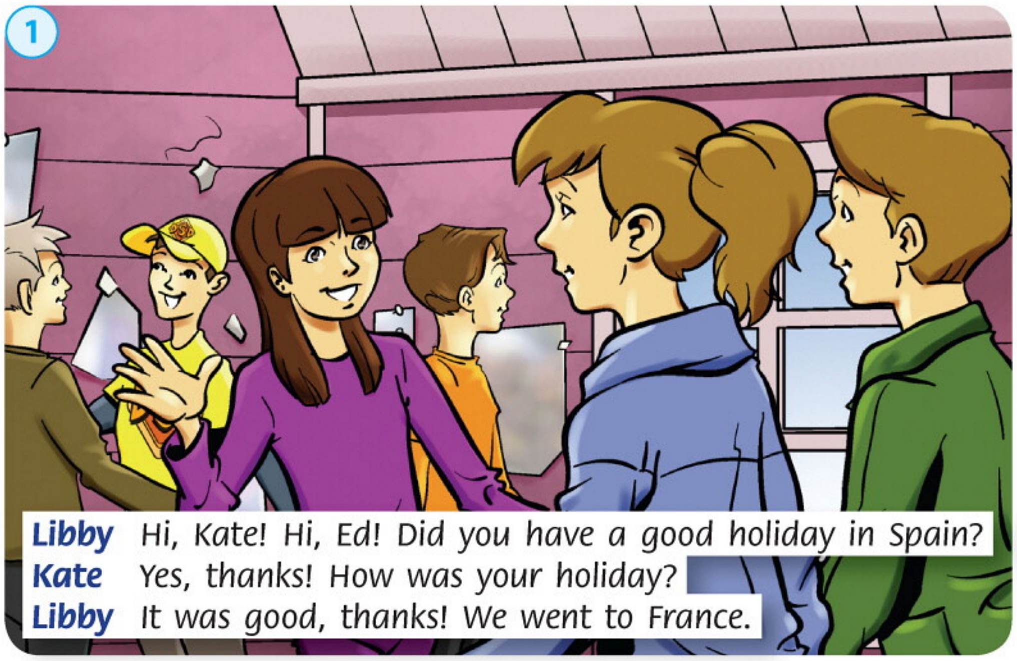
		Words	Grammar	Skills	
Adventures	**7**	**Explorers for a day!**			**page 68**
		Exploring **Working with words:** Suffixes *-er* / *-ist* **Words in context:** *Famous Shipwrecks*	**Relative pronouns:** ***who, which*** *There are many climbers who successfully climb Mount Everest.* *They climb a mountain there which is the highest mountain in the world.* **Reported pronouns:** ***that*** *He met a man that was more than 120 years old.*	**Reading:** An encyclopedia entry: *Famous Shipwrecks* (Cross-curricular link) **Listening:** Listening for details in a tour **Speaking:** Asking and answering questions about being an explorer	**Writing focus:** Writing a personalized text about your dream job **Writing outcome:** Writing a personalized text (Workbook)
	8	**It's a mystery!**			**page 76**
		Mysteries **Working with words:** Suffix *-able* **Words in context:** *The Nazca Lines*	**Past perfect** *After they had climbed onto the ship, they saw there was no one there.* **Past perfect negative sentences and questions** *They hadn't invented trucks and trains before they built the pyramids.* *Had people invented trucks and trains before they built the pyramids?*	**Reading:** An interview: *The Nazca Lines* (Cross-curricular link) **Listening:** Listening for details in an advert **Speaking:** Asking and answering questions about mysteries	**Writing focus:** Features of a tourist information leaflet **Writing outcome:** Writing a tourist information leaflet (Workbook)
	9	**Survival!**			**page 84**
		Survival items **Working with words:** Homophones **Words in context:** *Robinson Crusoe*	**Third conditional** *If the machine had worked, he would have been happy.* **Modal verbs:** ***have to, must, should*** **and** ***ought to*** *You have to bring a water bottle.* *You mustn't touch any insects.* *You shouldn't bring valuable possessions.* *You ought to bring a camera.*	**Reading:** A story extract: *Robinson Crusoe* **Listening:** Listening to order events **Speaking:** Asking and answering questions about surviving on a desert island	**Writing focus:** Features of an advice text **Writing outcome:** Writing an advice text (Workbook)
		Fluency Time! 3	**Solving problems**	**Project: a survival board game**	**page 92**
		Extensive reading: non-fiction ***Atlantis: The Lost City,*** **fiction** ***We Didn't Mean to Go to Sea***			**page 94**
Travel	**10**	**Around the world!**			**page 98**
		World languages **Working with words:** Suffix *-ery* **Words in context:** *Languages of the World*	**Reported speech (all tenses)** *He said he wanted to visit lots of countries.* *He said he was looking forward to the trip.* *He said he had cycled around Africa.* *He said he had had lessons in French and Arabic.* *He said the trip would take about two years.* **Reflexive pronouns:** ***myself, yourself, itself, himself, herself, ourselves, yourselves*** **and** ***themselves*** *The machine turned itself off.*	**Reading:** A question and answer text: *Languages of the World* (Cross-curricular link) **Listening:** Listening to match speakers to statements **Speaking:** Asking and answering questions about languages	**Writing focus:** Features of an advert **Writing outcome:** Writing an advert (Workbook)
	11	**Space travel!**			**page 106**
		Space **Working with words:** Phrasal verbs **Words in context:** *Dreaming in a Spaceship*	**Reported speech:** ***Wh-*** **questions** ***Where, Why, What, Who*** **and** ***When*** *He asked him where he was.* **Reported speech: commands and requests** ***told / asked*** *He told us to turn off our mobile phones.* *He asked them to leave quietly.*	**Reading:** A poem: *Dreaming in a Spaceship* (Cross-curricular link) **Listening:** Identifying missing words in a poem **Speaking:** Asking and answering questions about space	**Writing focus:** Writing a poem and using similes **Writing outcome:** Writing a poem using similes (Workbook)
	12	**Holiday time!**			**page 114**
		Holiday adjectives **Working with words:** Silent letters: *w* and *h* **Words in context:** *My Year Around the World*	***wish*** *I wish I was taller.* *I wish I could fly.* *I wish it wasn't the last day of our holiday.* **Question tags** *There are lots of robots, aren't there?* *You can swim, can't you?* *You like ice cream, don't you?*	**Reading:** A travel blog: *My Year Around the World* (Cross-curricular link) **Listening:** Listening for details in an interview **Speaking:** Asking and answering questions about travelling	**Writing focus:** Structuring an essay **Writing outcome:** Writing an essay (Workbook)
		Fluency Time! 4	**Dream adventures**	**Project: a space tourist brochure**	**page 122**
		Extensive reading: non-fiction ***The Mysteries of Mars,*** **fiction** ***The Diary of an Astronaut***			**page 124**
		Culture	**Films in English**	**Canada** / **English around the World**	**page 128**
		Class play: The Mystery of the Diamond Ring			**page 134**

Starter Welcome back!

Lesson One Story

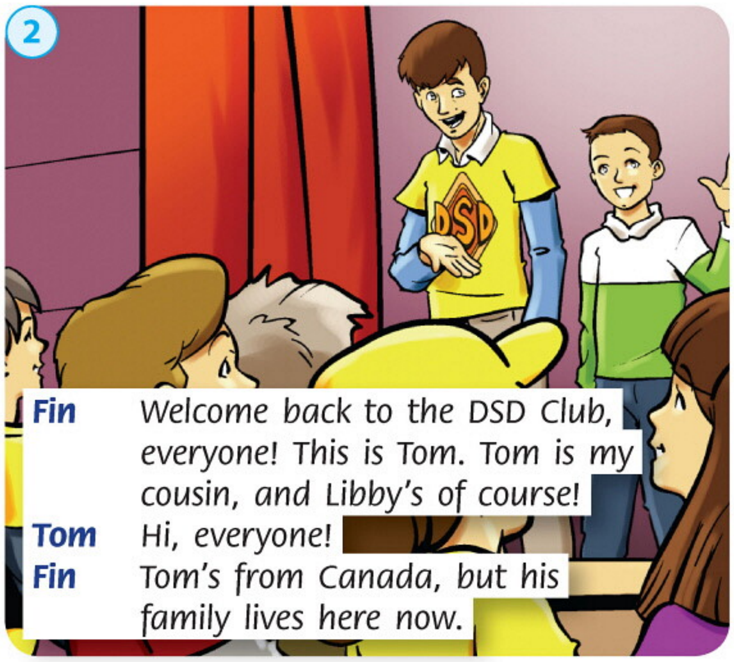
1 Listen and read. Where does Tom come from? 01

①



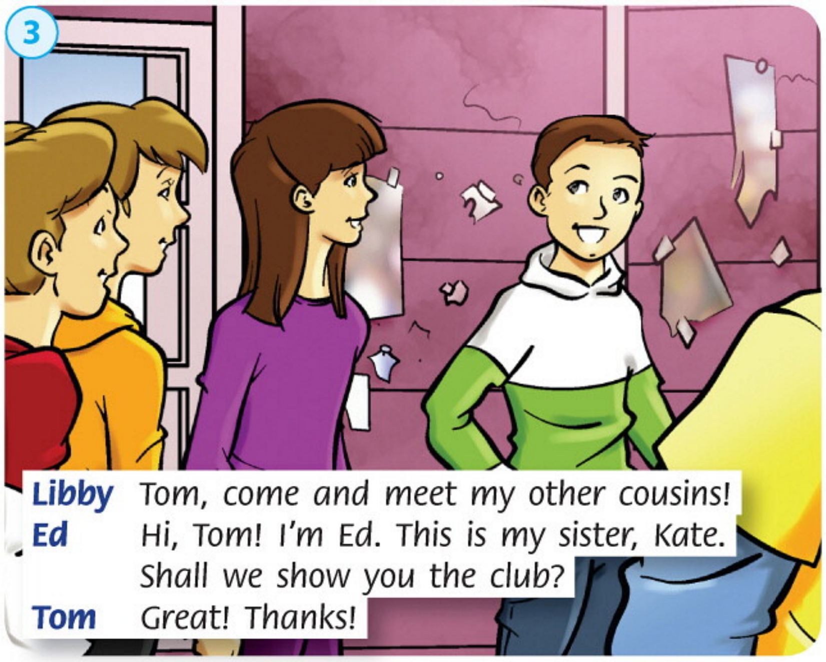
Libby Hi, Kate! Hi, Ed! Did you have a good holiday in Spain?
Kate Yes, thanks! How was your holiday?
Libby It was good, thanks! We went to France.

②



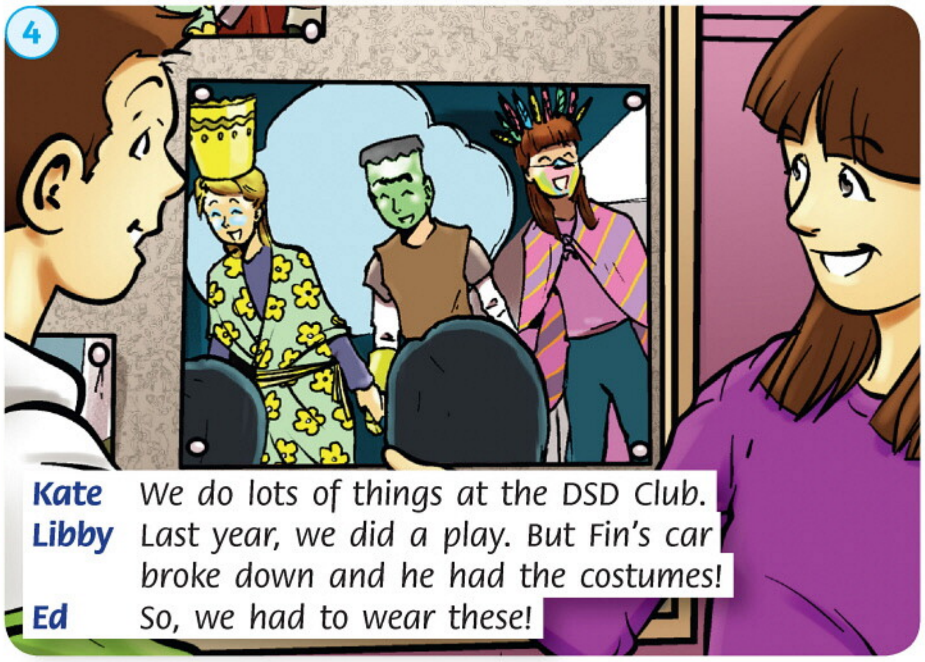
Fin Welcome back to the DSD Club, everyone! This is Tom. Tom is my cousin, and Libby's of course!
Tom Hi, everyone!
Fin Tom's from Canada, but his family lives here now.

③



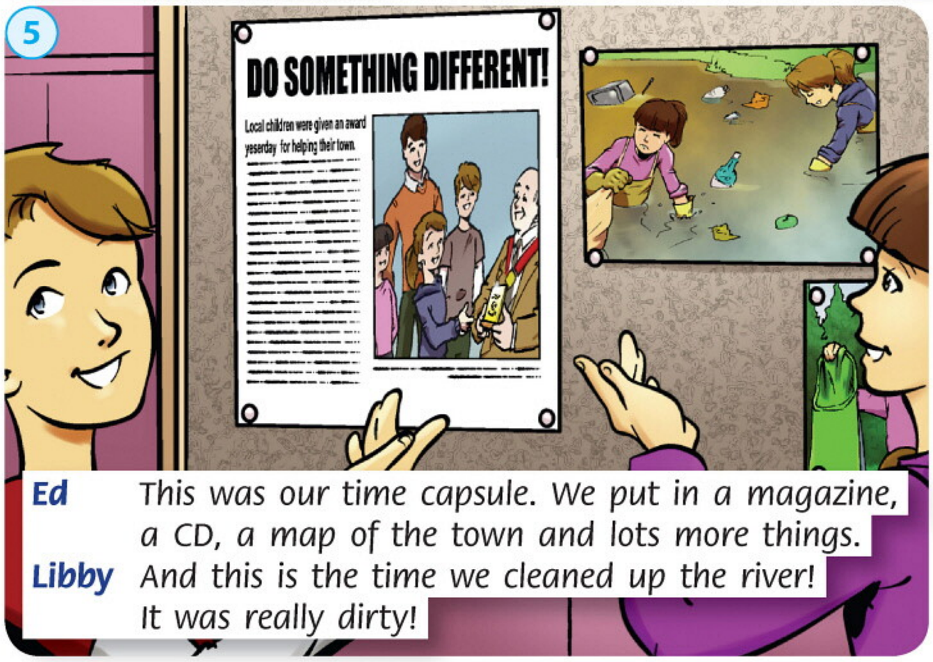
Libby Tom, come and meet my other cousins!
Ed Hi, Tom! I'm Ed. This is my sister, Kate. Shall we show you the club?
Tom Great! Thanks!

④



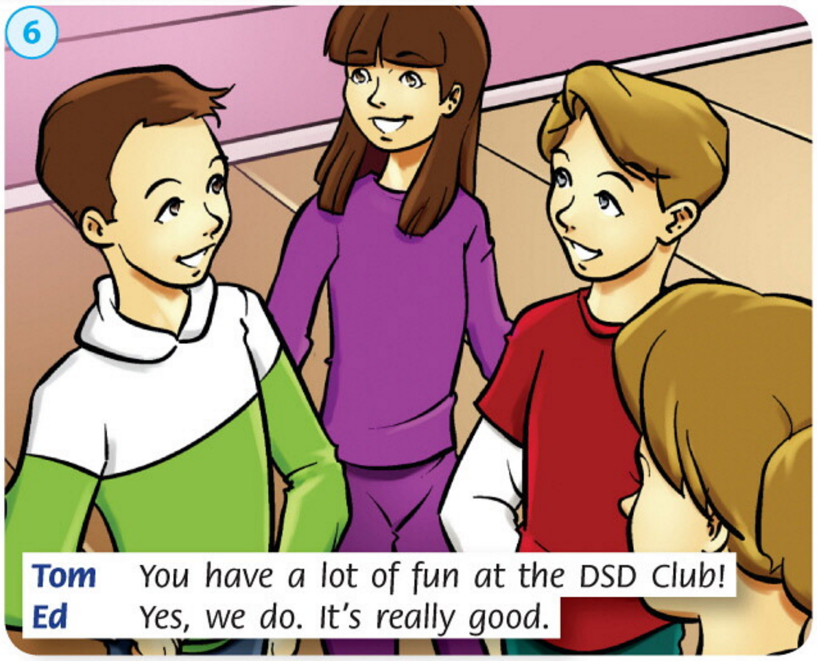
Kate We do lots of things at the DSD Club.
Libby Last year, we did a play. But Fin's car broke down and he had the costumes!
Ed So, we had to wear these!

⑤

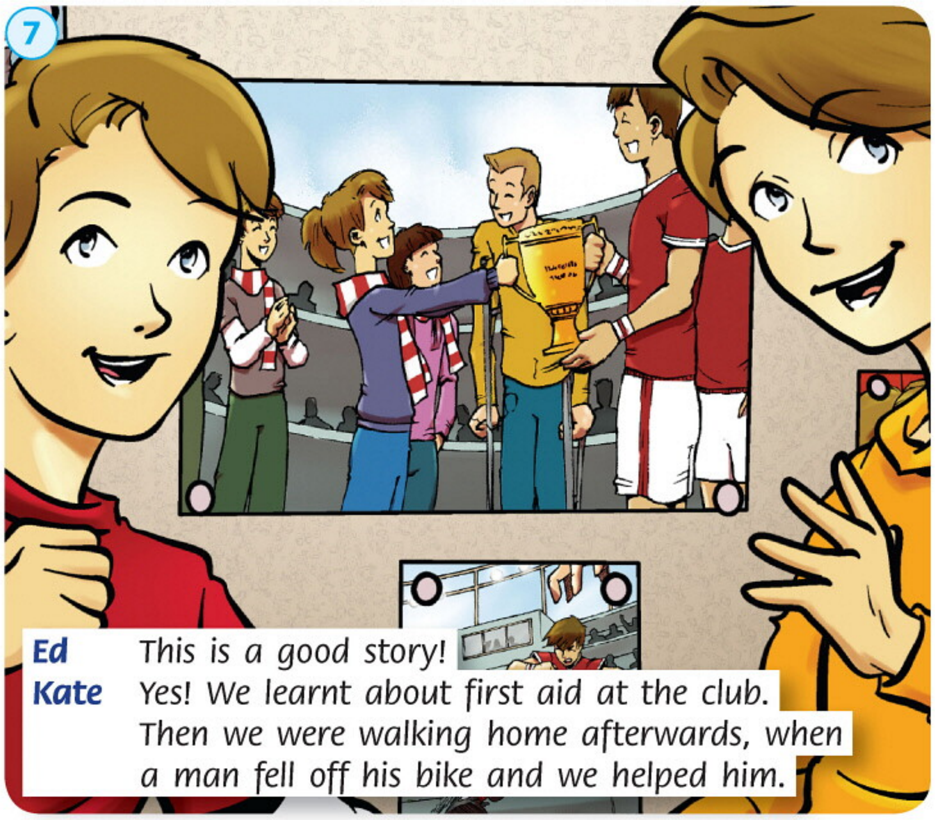

DO SOMETHING DIFFERENT!
Local children were given an award yeserday for helping their town.

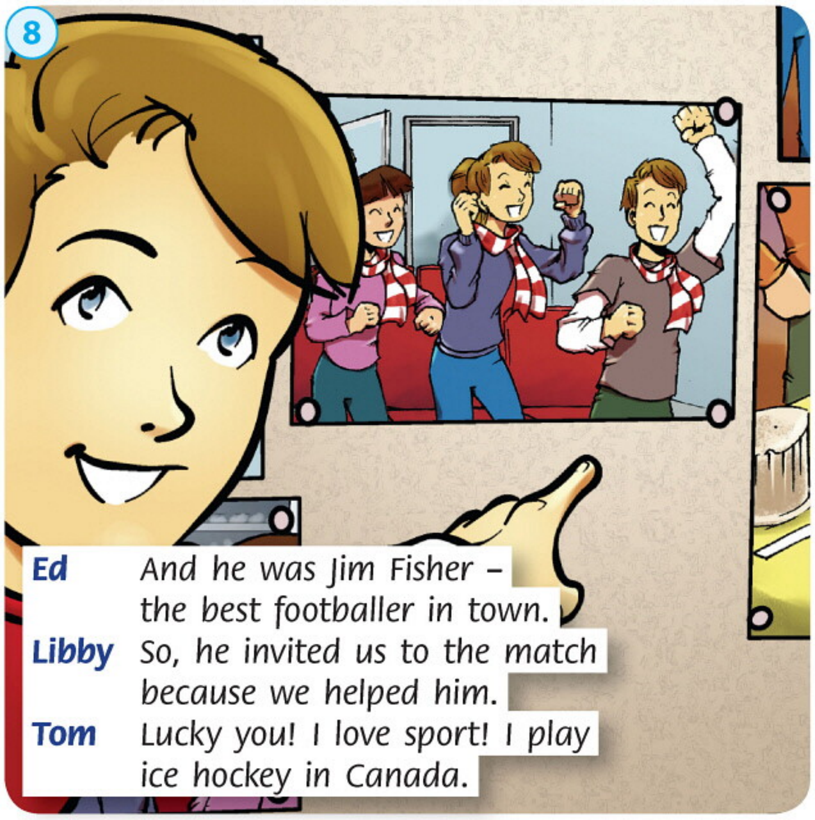
Ed This was our time capsule. We put in a magazine, a CD, a map of the town and lots more things.
Libby And this is the time we cleaned up the river! It was really dirty!

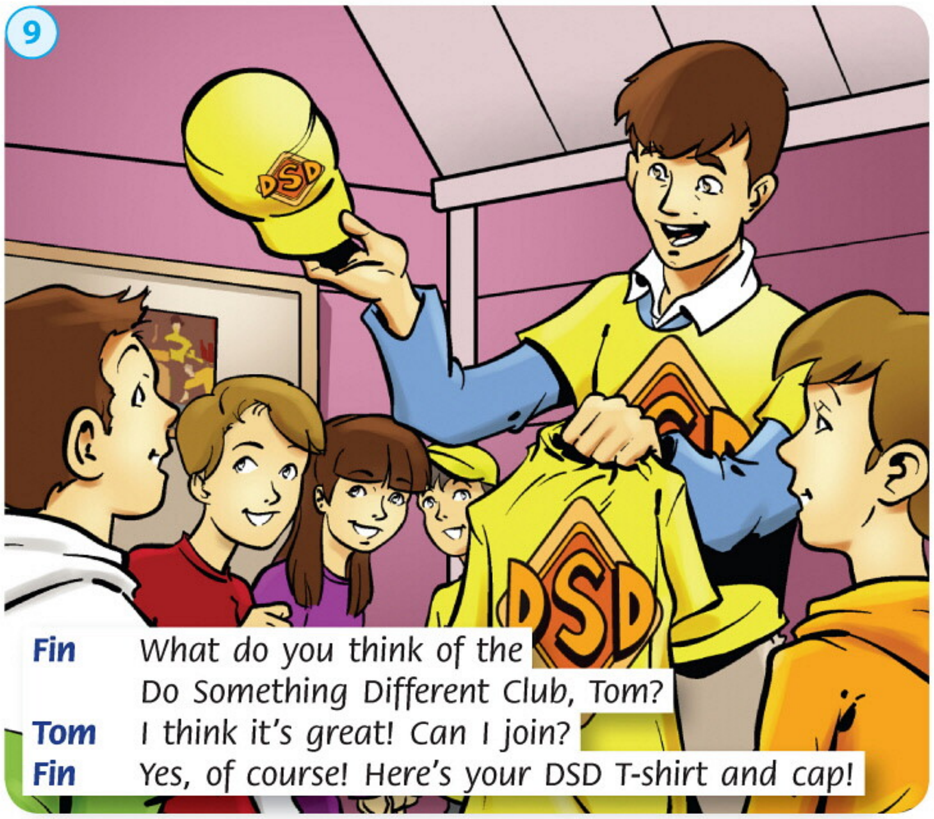
⑥

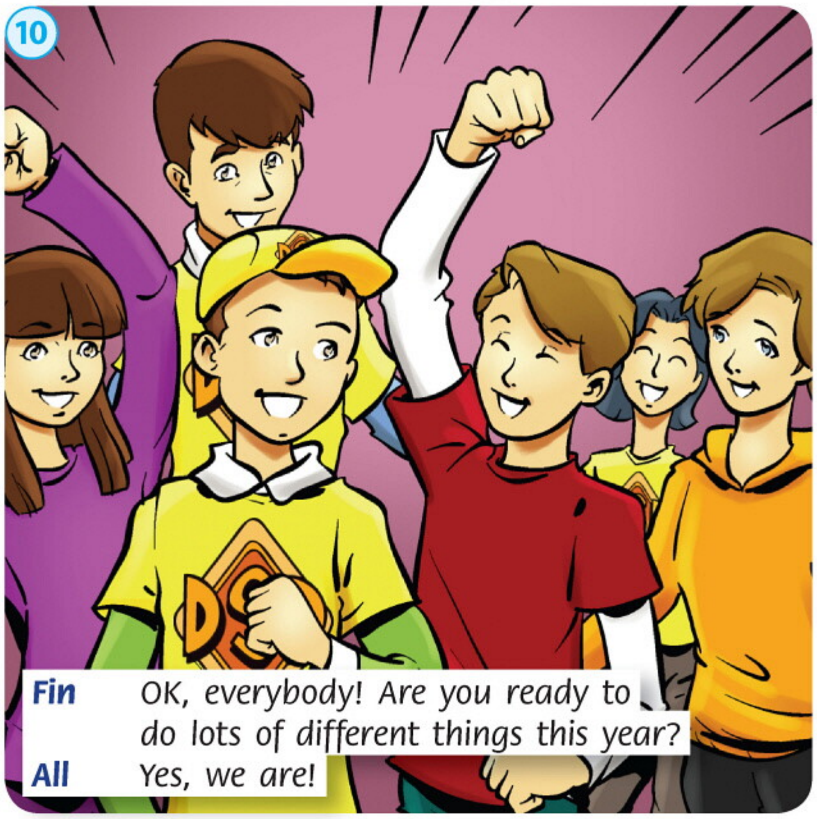


Tom You have a lot of fun at the DSD Club!
Ed Yes, we do. It's really good.

7

Ed This is a good story!
Kate Yes! We learnt about first aid at the club. Then we were walking home afterwards, when a man fell off his bike and we helped him.

8

Ed And he was Jim Fisher – the best footballer in town.
Libby So, he invited us to the match because we helped him.
Tom Lucky you! I love sport! I play ice hockey in Canada.

9

DSD
Fin What do you think of the Do Something Different Club, Tom?
Tom I think it's great! Can I join?
Fin Yes, of course! Here's your DSD T-shirt and cap!

10

Fin OK, everybody! Are you ready to do lots of different things this year?
All Yes, we are!

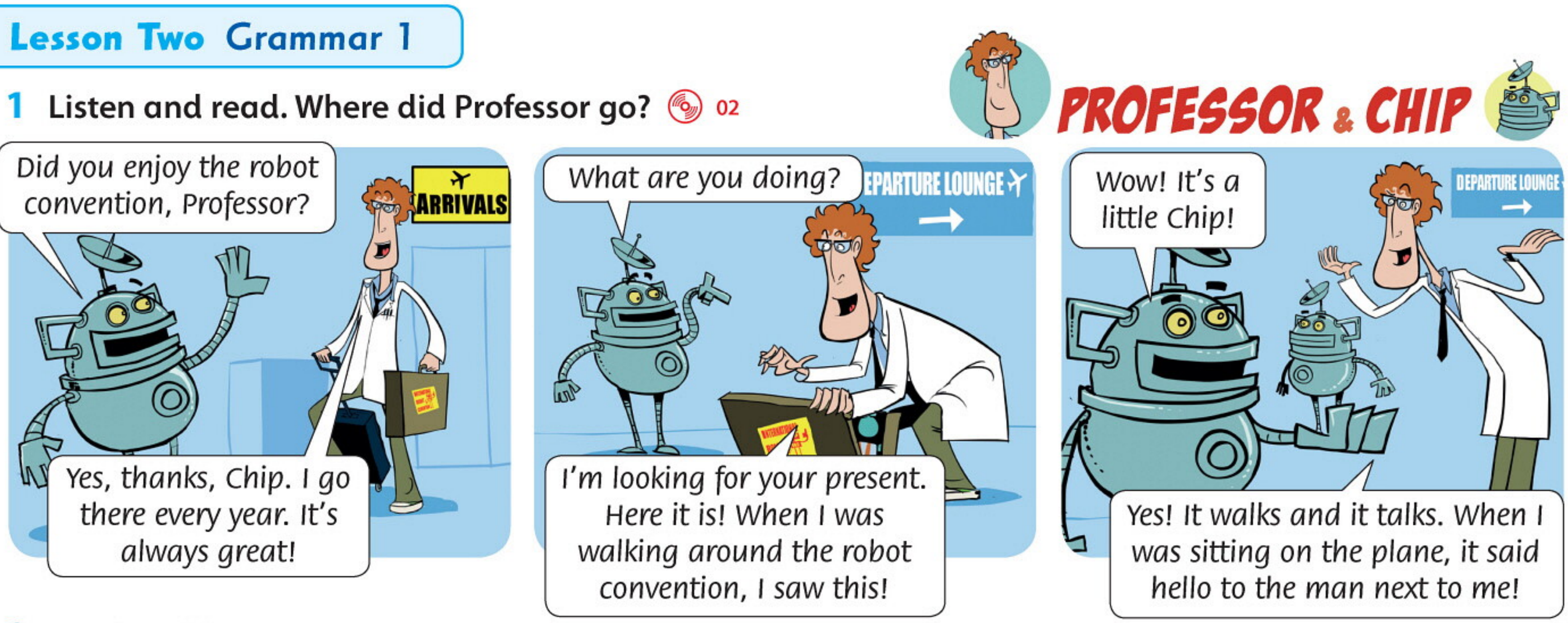
2 **Listen to the story again and repeat. Act.**

3 **Read again and write *True* or *False*.**

1 Ed and Kate went on holiday to Spain. True
2 Libby and her family stayed at home. ______
3 Libby is Tom's cousin. ______
4 Fin had the costumes for the play in his car. ______
5 Tom enjoys playing sport. ______
6 Fin gives Tom a bag and a T-shirt. ______

Lesson Two Grammar 1

1 Listen and read. Where did Professor go? 02


PROFESSOR & CHIP
Did you enjoy the robot convention, Professor?
ARRIVALS
Yes, thanks, Chip. I go there every year. It's always great!
What are you doing?
DEPARTURE LOUNGE
I'm looking for your present. Here it is! When I was walking around the robot convention, I saw this!
Wow! It's a little Chip!
DEPARTURE LOUNGE
Yes! It walks and it talks. When I was sitting on the plane, it said hello to the man next to me!

2 Read and learn.

Present simple and present continuous

Use the present simple to talk about habits and routines.

I go there every year. It's always great!

Use the present continuous to talk about actions happening now.

What are you doing?

I'm looking for your present.

Past simple and past continuous

Use the past simple to talk about actions that interrupted other actions in the past.

When I was sitting on the plane, it said hello to the man next to me!

Use the past continuous to talk about actions that were interrupted.

When I was walking around, I saw this.

3 Read and circle.

1 I [✓ *go*] / *am going* swimming on Saturday mornings.

2 My brother *watches* / *is watching* TV at the moment.

3 My mum and dad *work* / *are working* every day.

4 We *have* / *are having* lunch now.

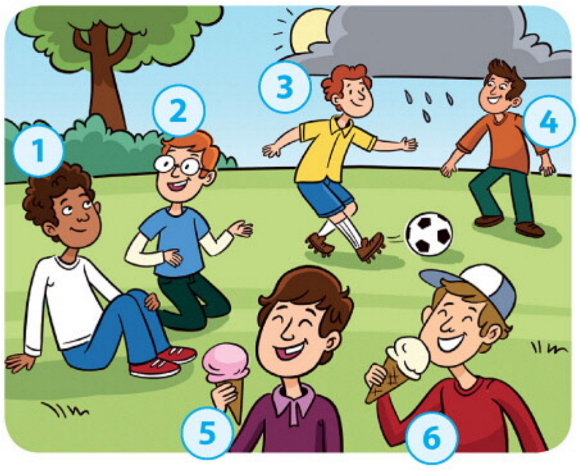
5 The boys *play* / *are playing* football in the park on Saturdays.

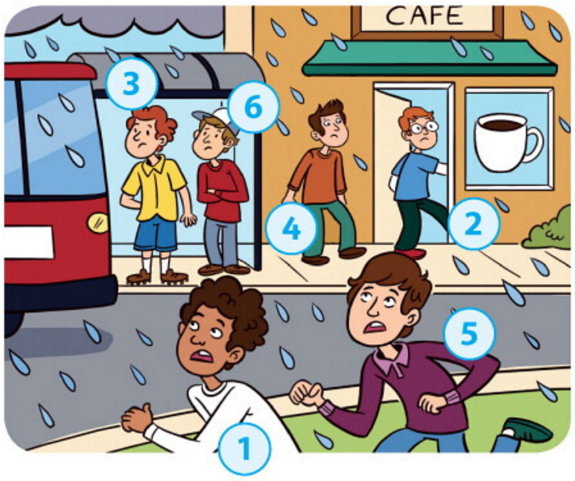
6 The children *work* / *are working* hard at the moment.

4 **Speaking** Ask and answer.

eat / ice cream play / football sit / on the grass

wait / for a bus go / into a café run / home




CAFE
1
2
3
4
5
6

What was he doing when the storm started?

He was eating ice cream.

What did he do next?

He ran home.

It's Number 5!

Irregular past forms

With some irregular verbs, the past simple and the past participle are the same.

	Verb	Past tense	Past participle
1	buy	bought	bought
2	hear		
3	make		
4	use		
5	keep		
6	have		
7	catch		
8	get		
9	find		

With other irregular verbs, the past simple and the past participle are different.

	Verb	Past tense	Past participle
1	speak	spoke	spoken
2	grow		
3	take		
4	wear		
5	write		
6	fly		
7	eat		
8	see		
9	go		

1 **Complete the tables.** V Irregular verb list Workbook 6 page 135

2 **Listen and order the lines. Sing.** 03

Welcome back!

1 *You're back from your break in the sun.*
___ *And there's lots of work in store.*
___ *Now it's back to school once more.*
___ *You're sad your holiday's done.*

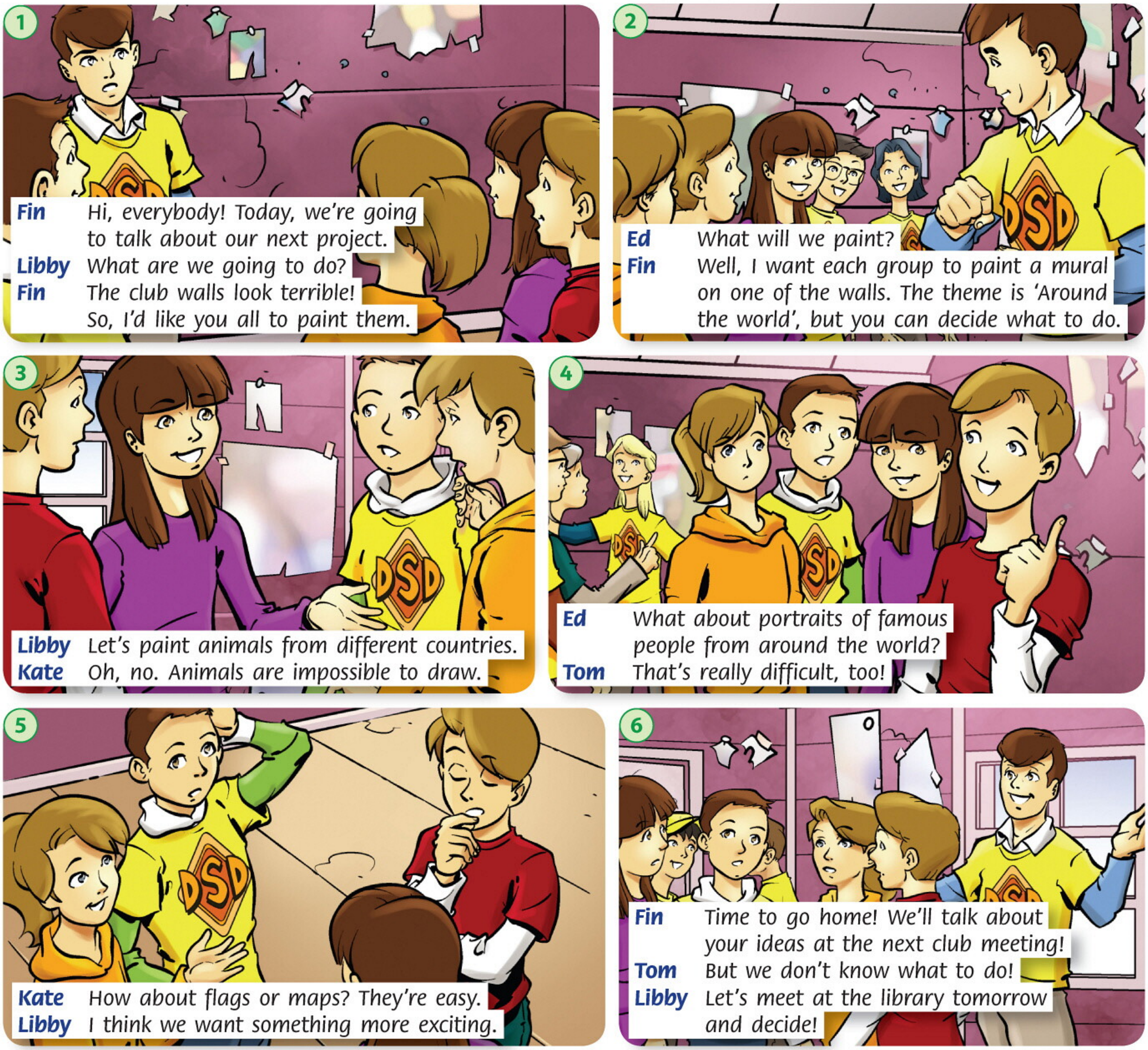
1 *You had a good time by the sea*
___ *With your friends and your family.*
___ *But you can still have some fun*
___ *Now your lessons have begun.*

1 *You visited people you knew,*
___ *So welcome back today.*
___ *You went to a funfair or two,*
___ *But you knew you couldn't stay,*

1 Art project!

Lesson One Story

1 Listen and read. What is the theme for the mural? 04



1

Fin Hi, everybody! Today, we're going to talk about our next project.
Libby What are we going to do?
Fin The club walls look terrible! So, I'd like you all to paint them.

2

Ed What will we paint?
Fin Well, I want each group to paint a mural on one of the walls. The theme is 'Around the world', but you can decide what to do.

3

Libby Let's paint animals from different countries.
Kate Oh, no. Animals are impossible to draw.

4

Ed What about portraits of famous people from around the world?
Tom That's really difficult, too!

5

Kate How about flags or maps? They're easy.
Libby I think we want something more exciting.

6

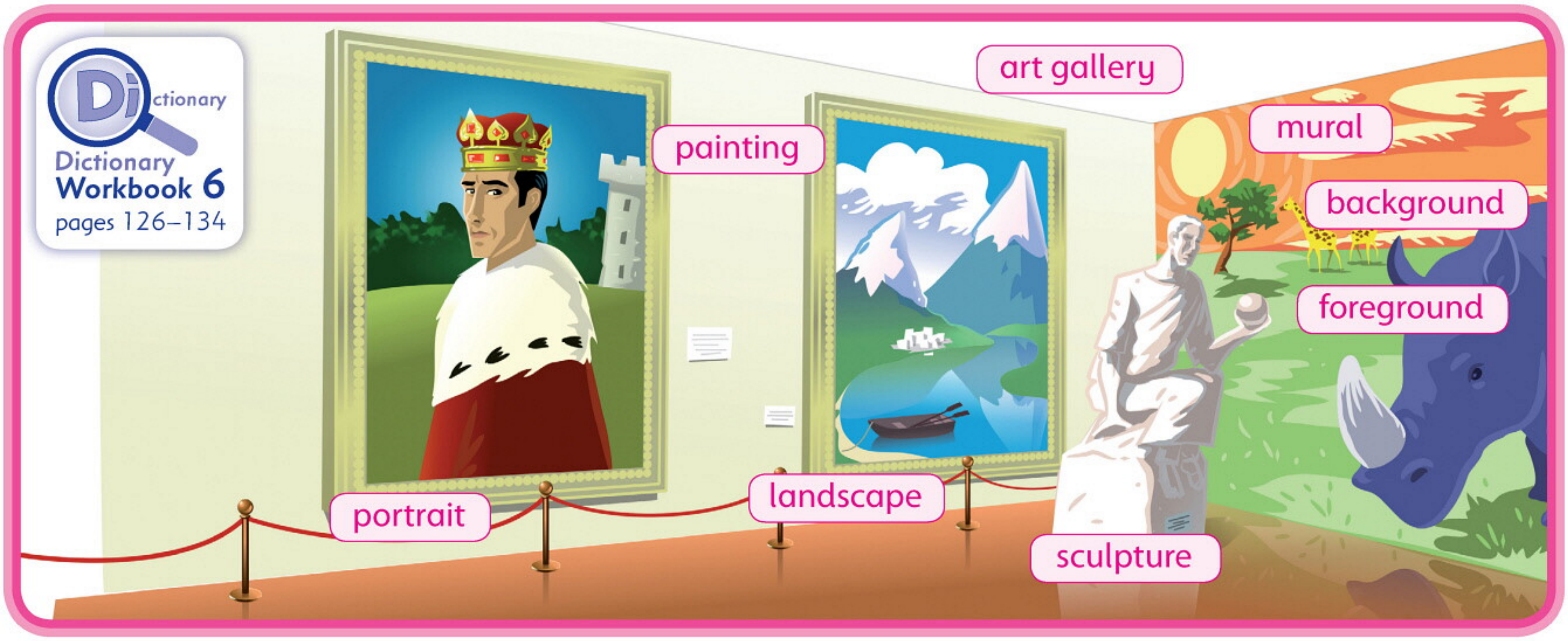
Fin Time to go home! We'll talk about your ideas at the next club meeting!
Tom But we don't know what to do!
Libby Let's meet at the library tomorrow and decide!

2 Listen to the story again and repeat. Act.

3 Read again and write *True* or *False*.

1 The children are going to paint the walls. True
2 The theme is 'Around the world'. ______
3 Kate is good at drawing animals. ______
4 Ed wants to draw people. ______
5 Libby likes Kate's idea. ______
6 The children are going to meet the next day. ______

1 Listen and repeat. 05



Dictionary
Workbook 6
pages 126–134

2 Write the words.

1 painting *noun* a picture that someone has painted
2 ______ *noun* a building where you can go to look at paintings and other art
3 ______ *noun* a picture of a person
4 ______ *noun* a picture of the countryside
5 ______ *noun* the part of a picture that looks like it's near you
6 ______ *noun* the part of a picture that looks like it's far from you
7 ______ *noun* an animal, a shape, or a person made from stone, wood, etc.
8 ______ *noun* a very big picture painted on a wall

Working with words

We add the prefixes ***un-*** or ***im-*** to some adjectives to make the meaning negative.

positive	popular	friendly	tidy	patient	possible	polite
negative	unpopular	unfriendly	untidy	impatient	impossible	impolite

Dictionary
Workbook 6
pages 126–134

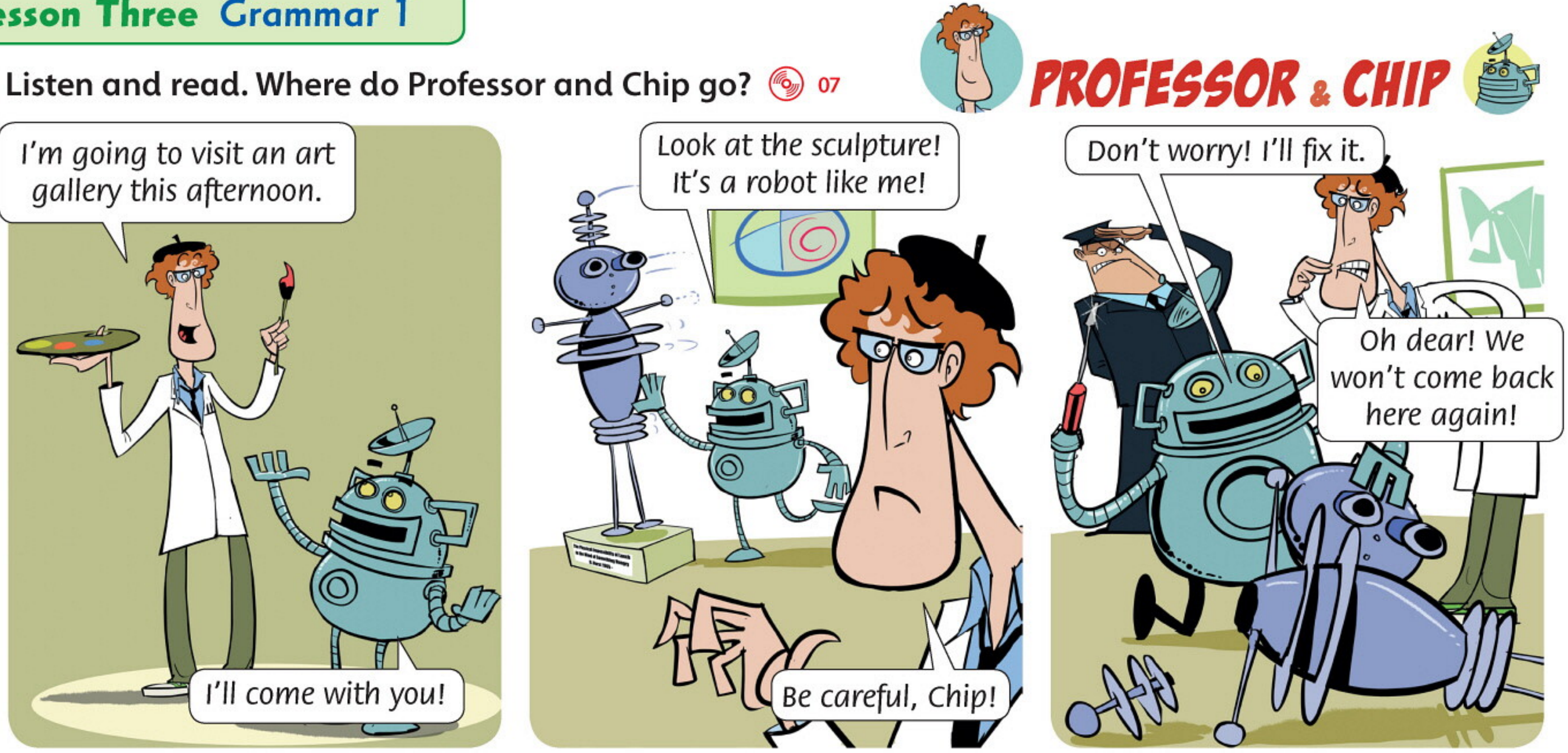
3 Listen and repeat. 06

4 Read and circle.

1 Tom is very *friendly* / [✓ *unfriendly*]. He never speaks to anyone.
2 My sister is very *popular* / *unpopular*. Everyone likes her.
3 Jon is a very *polite* / *impolite* boy. He always says 'please' and 'thank you'.
4 Your room is so *tidy* / *untidy*! There are books and clothes all over the floor.
5 My little brother is very *patient* / *impatient*. He always waits calmly.
6 This maths question is *possible* / *impossible*! I don't know the answer!

Lesson Three Grammar 1

1 Listen and read. Where do Professor and Chip go? 07


PROFESSOR & CHIP
I’m going to visit an art gallery this afternoon.
I’ll come with you!
Look at the sculpture! It’s a robot like me!
Be careful, Chip!
Don’t worry! I’ll fix it.
Oh dear! We won’t come back here again!

2 Read and learn.

going to	*will*
Use *going to* to talk about plans or decisions we made earlier. I’m going to visit an art gallery this afternoon. I’m not going to go to town this weekend.	**Use *will* to talk about decisions or offers we make as we speak.** I’ll come with you! I won’t come with you. I’m too busy. **Look! ’ll = will won’t = will not**

3 Read and circle.

1 Our class *will* / [✓ *is going to*] go to a museum next week.
2 “I’m thirsty!” “*I’ll* / *I’m going to* get you a drink.”
3 “Do you want to come to town?” “No, *I won’t* / *I’m not going to* come. I’ve got too much homework.”
4 *We won’t* / *We’re not going to* visit our grandparents today. They’re away on holiday.
5 “I can’t find my pen.” “Don’t worry! *I’ll* / *I’m going to* lend you mine.”
6 *I’ll* / *I’m going to* buy a travel book for my holiday next week.

4 Complete the sentences. Use *will* or *going to*.

1 A “I’m going to buy an ice cream.”
B “I’ll come with you!”
2 A “I ________ take my camera to the zoo.”
B “Good idea! I ________ take mine, too.”
3 A “I’m cold.”
B “I ________ close the window.”
4 A “I ________ visit India this summer.”
B “That’s an interesting country.”
5 A “I ________ pack my suitcase.”
B “I ________ help you.”
6 A “I don’t understand this question.”
B “I ________ help you.”

G Complete Grammar Time Exercise 1 on page 116 of Workbook 6.

1 Listen and read. Where does Harry want to go with Ben? 08

Hi Ben,
What are you doing today? I'm catching a bus at 10.15 into town with Fred. Do you want to come? We're meeting Jack at 11 o'clock at the bus station. Then, at 12 o'clock, we're going to an art exhibition at our friend's art club.
In the afternoon, Fred is watching a film at the cinema. He already has tickets, but there are no tickets left, so we can't go! I'm not doing anything. Do you want to watch a DVD at my house instead?
See you soon!
Harry

2 Read and learn.

Present continuous with future meaning

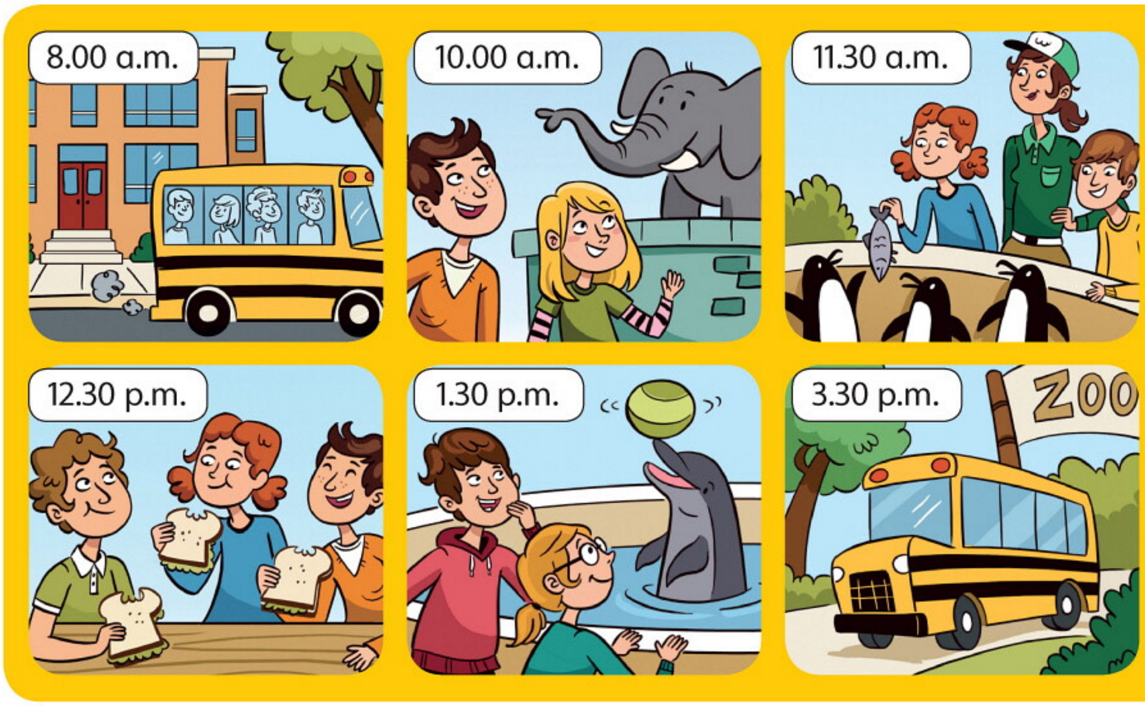
Use the present continuous to talk about definite future plans and arrangements.

We're meeting at ten o'clock. I'm not doing anything. What are you doing today?

3 Complete the sentences. Use the present continuous.

1 I'm meeting __________ (meet) Ben at one o'clock this afternoon.
2 We __________ (catch) a train at half past three.
3 __________ (you / visit) your grandparents after school?
4 The children __________ (play) in a football match at two o'clock.
5 What film __________ (you / watch) at the cinema tonight?
6 Jeff __________ (go) to a café with his friends for his birthday lunch.

4 Speaking Ask and answer.


8.00 a.m.
10.00 a.m.
11.30 a.m.
12.30 p.m.
1.30 p.m.
3.30 p.m.
ZOO

feed / the penguins
go / home
have / lunch
leave / school
visit / the elephant enclosure
watch / the dolphin display

What are they doing at 8.00 a.m.?

At 8.00 a.m., they're leaving school.

G Complete Grammar Time Exercise 2 on page 116 of Workbook 6.

Skills Time!

Lesson Five

Reading

1 **Look at the story and the paintings. Which painting do you think the story is about?**

2 **Listen and read.** 09

Island Adventure

Max was staying with his cousin Jeff by the sea. Every day, the boys went to the beach and played football or went fishing. But one day, they stood on the sand and stared across the sea at a small island in the distance. No one lived on the island and the boys had never been there.

"I'd like to explore that island," said Max.

"Let's borrow my brother's boat and go there," said Jeff. "We'll be back before he finds out!"

The boys rowed to the island and left the boat on the sand. They climbed trees, swam in the river and found some caves. At last, they decided to go home, but when they went back to the boat, it wasn't there! The boys were frightened.

"What are we going to do?" asked Max. "Nobody knows we're here!"

"Let's make a fire," said Jeff. "Someone will see the smoke."

"But we haven't got any matches," said Max.

"We can hit two rocks together to make a fire. Come on! It's easy."

But it was dark before the boys had a fire.

Suddenly, there was a splash of water.

The boys stared across the sea. A dark shape was coming towards them.

"Run!" shouted Max.

"Hey!" said a voice. "Don't you want to go home?"

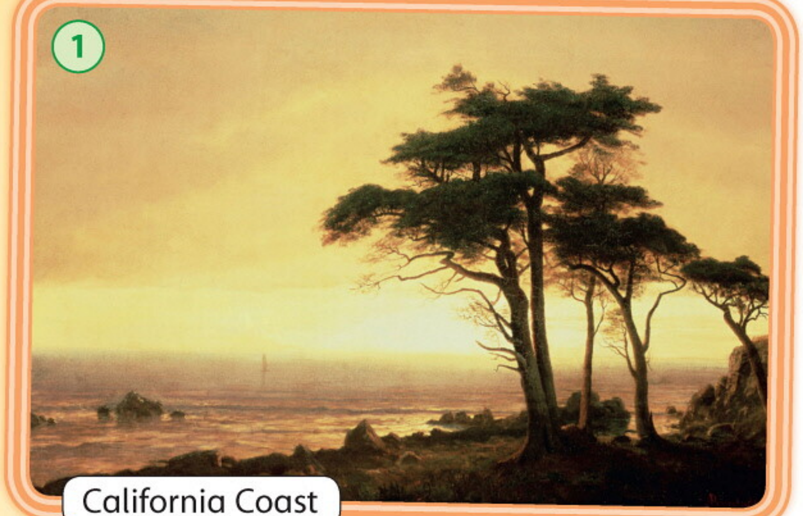
Jeff's brother was standing on the beach next to the missing boat.

"How did you find us?" asked Jeff in amazement.

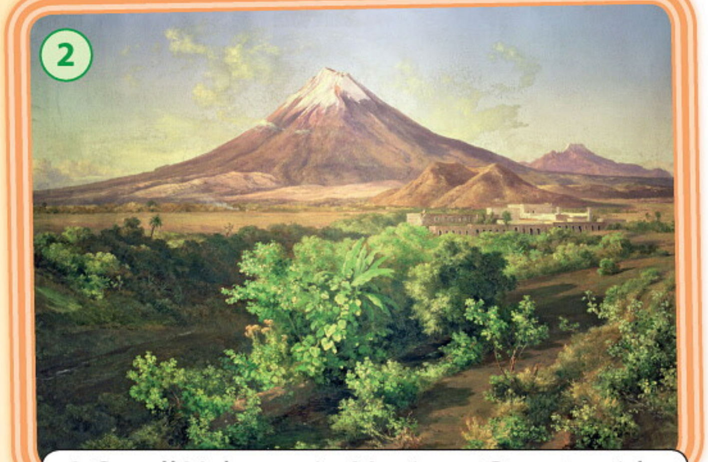
"I saw the boat floating near the shore, so I swam out to get it. Then I saw your smoke and I realized what happened."

"That was lucky," said Jeff.

"Yes, but next time," said Jeff's brother, as they rowed back, "tell me before you take my boat out and always tie it to a tree!"



California Coast



A Small Volcano in Mexican Countryside

3 **Read again and write the answers.**

1 Is Max on holiday? Yes, he is.

2 Do the boys swim to the island? ______

3 Are there any caves on the island? ______

4 Do the boys lose their boat? ______

5 Do they have any matches? ______

6 Does Jeff's father find the boys? ______

Words in context

1 **Find the words in the story. Write.**

Dictionary
Workbook 6
pages 126–134

stare ~~row~~ smoke borrow hit splash float tie

1 The man used his boat to row across the river.
2 My brother sometimes lets me ______ his bike.
3 There was a big ______ when the boy jumped into the pool.
4 I love to sit and ______ at flowers and trees.
5 The ______ from the fire filled the room.
6 I learnt to ______ my shoe laces when I was four.
7 Ducks can ______ on the water.
8 You should never ______ your brother or your sister!

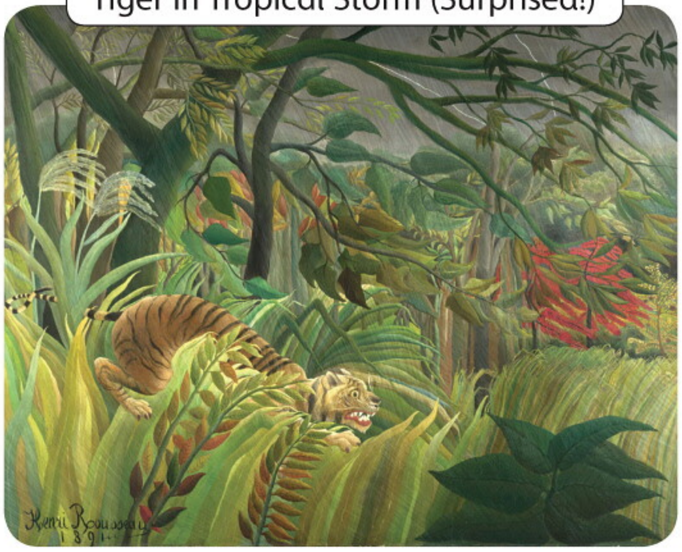
Listening

2 **Listen. Do the children like the painting?** 10

3 **Listen again and circle.**

1 The children are looking at a painting [✓ *in a book*] / *on a wall*.
2 The artist of the painting was *French* / *Italian*.
3 The artist painted the picture in *1991* / *1891*.
4 The children think the tiger is in a *forest* / *zoo*.
5 They think the tiger is *hungry* / *thirsty*.
6 They decide to write a *poem* / *story*.

Tiger in Tropical Storm (Surprised!)



Speaking

4 **Ask and answer. Use the prompts or your own answers.**

Which painting do you like best?	I like ______.	Tiger in a Tropical Storm (Surprised!) / California Coast / A Small Volcano in Mexican Countryside
What can you see in the painting?	*There is / are* ______.	a tiger / some trees and plants / a storm / an island / the sea / mountains / a lake
Why do you like it?	It's ______.	colourful / exciting / unusual
Do you enjoy painting?	Yes, I do / No, I don't because ______.	it's fun / it's interesting / I'm good at painting / I'm not very good at painting

Skills Time!

Lesson Seven

Writing

1 Look at the story. What is it about?

2 Read.

A story

There are lots of things to remember when we write a story.

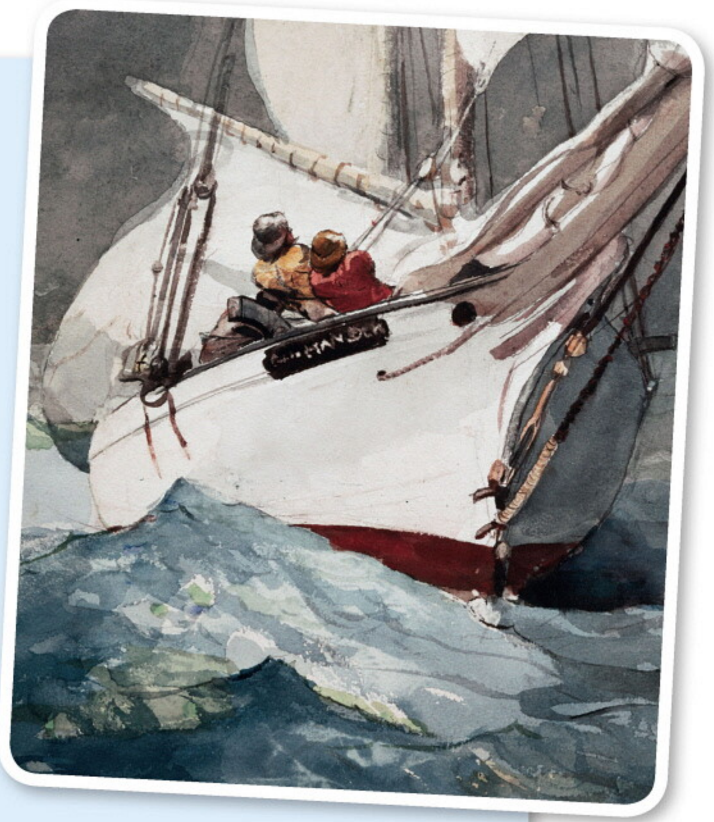
We can start a new line when someone new speaks.

We use adverbs to describe how people say things and how people feel.

When we know who's speaking, we don't have to put their name.

We put the speech and the punctuation inside the speech marks.

A Stormy Day at Sea



Harry was on a boat trip with his dad. It was cloudy, but it wasn't raining, so they sailed far out from the shore. When they stopped and took out their fishing nets, the sky suddenly went dark.

"I think there's going to be a storm," said Harry's dad.

"Shall we go back?" said Harry nervously.

"It's too late!"

Harry felt the first drops of rain. Lightning flashed and there was the sound of thunder. Waves splashed over them and the boat rocked from side to side.

"Hold on!" shouted Harry's dad above the sound of the wind.

The storm lasted an hour, but at last, the weather changed and the sea was calm.

Harry got out his net again. He was cold and wet but he was excited, too. He felt like a real fisherman.

3 Read again and answer the questions.

1 How long does the storm last?

2 How does Harry feel after the storm has finished?

4 Write this dialogue correctly.

It's a lovely day! said Mandy. Do you want to go to the park? asked Olivia. I can't! said Mandy Why not? asked Olivia. I have to tidy my room, said Mandy sadly. I'll help you! said Olivia. Oh thank you! said Mandy happily.

"It's a lovely day!" said Mandy.

5 **Complete the writing task on page 12 of Workbook 6.** page 12

1 Complete the quiz.

1 (noun) *a picture of a person* **What is the word?**

2 **What does Fin want the children to do in the story?**

3 **Make the word negative.** possible

4 **Correct the sentence.** I will going to the beach today.

5 **Correct the sentence.** I'll to help you with your homework.

6 **Correct the sentence.** We catch a bus at 5 p.m.

7 **How does Jeff's brother know the boys are on the island in *Island Adventure*?**

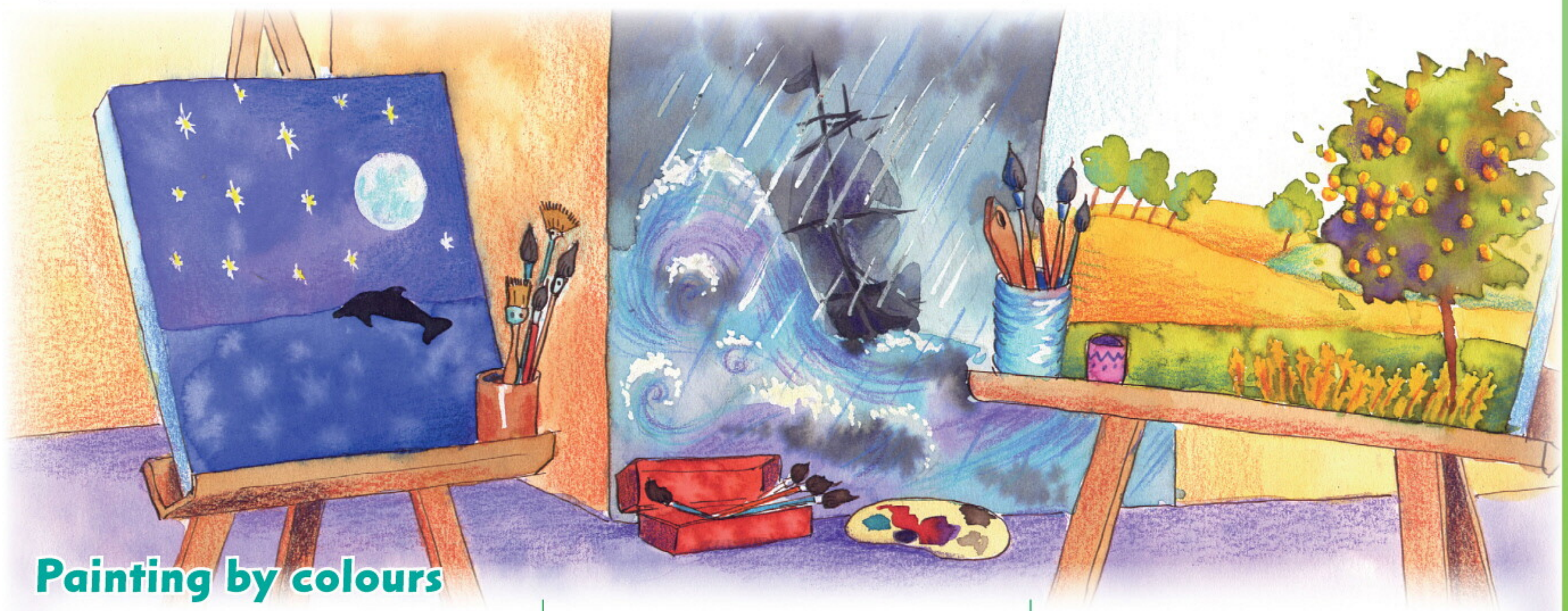
8 (noun) *it's grey and it comes from fire* **What is the word?**

9 **Correct the punctuation.** "What's your name"? asked Jessica.

10 **Correct the punctuation.** "It looks like a storm, said the girl nervously."

2 Listen and write. Sing. 11

landscape blue clouds ~~painting~~ green colours black mural



Painting by colours

I'm going to paint a [1] painting
In [2] ____ *silver and* [3] ____,
Bright stars and oceans,
And maybe a dolphin or two.

I'm going to paint a [4] ____
In colours [5] ____ *and grey,*
Dark skies and dark [6] ____,
A cold and stormy day.

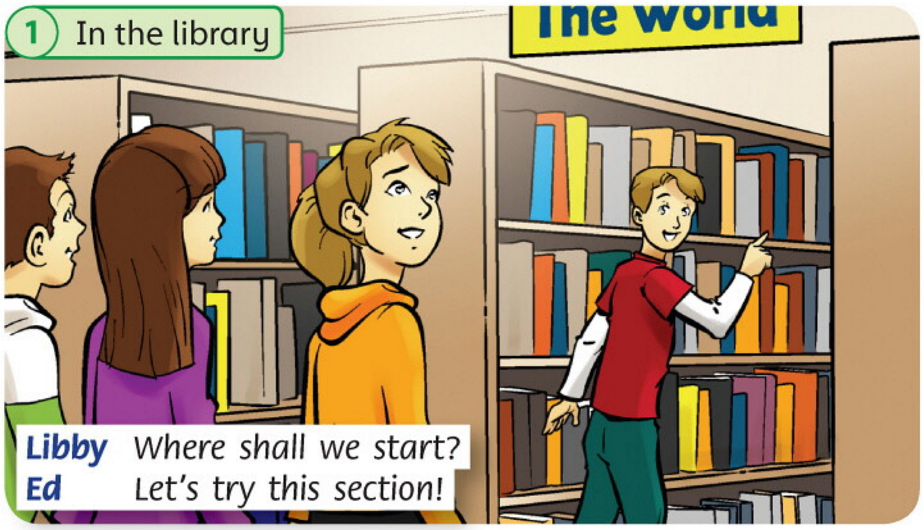
I'm going to paint a [7] ____
In colours yellow and [8] ____,
Sunshine and lemon trees,
A lovely country scene.

2 Sports adventures!

Lesson One Story

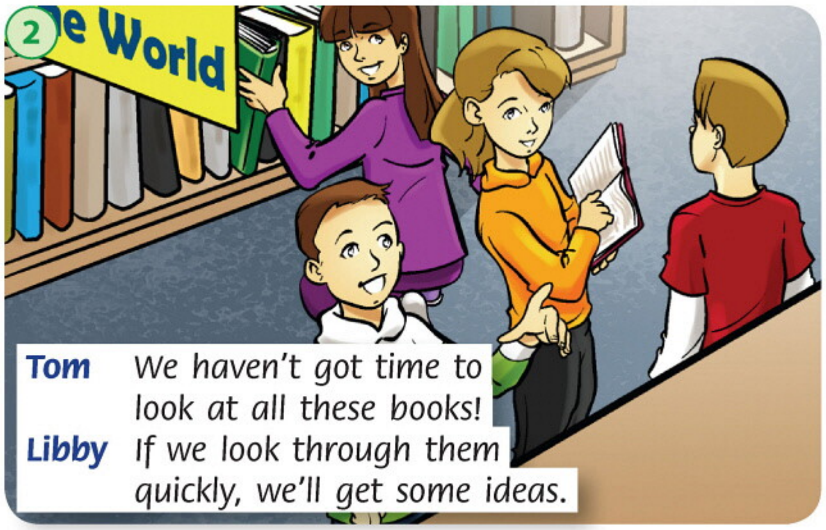
1 Listen and read. Why doesn't Kate want to do the drawing? 12

① In the library



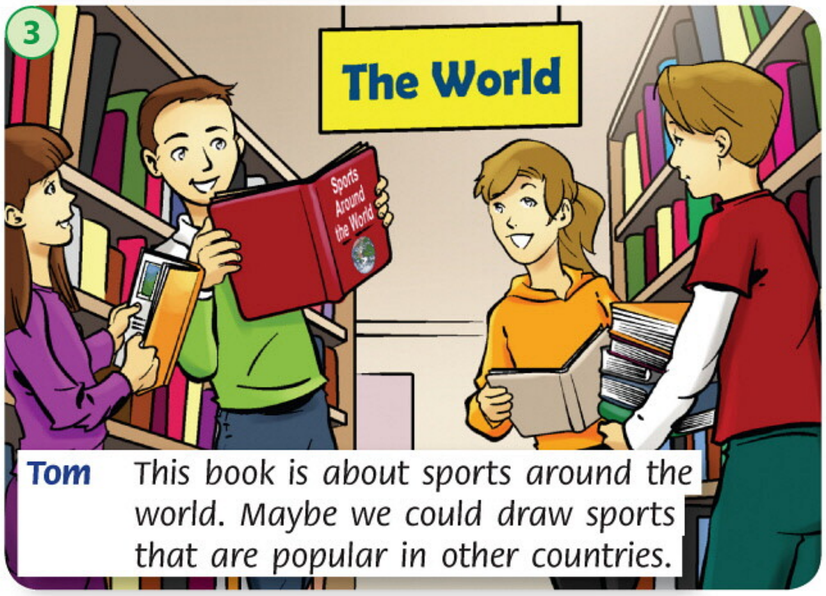
Libby Where shall we start?
Ed Let's try this section!

②



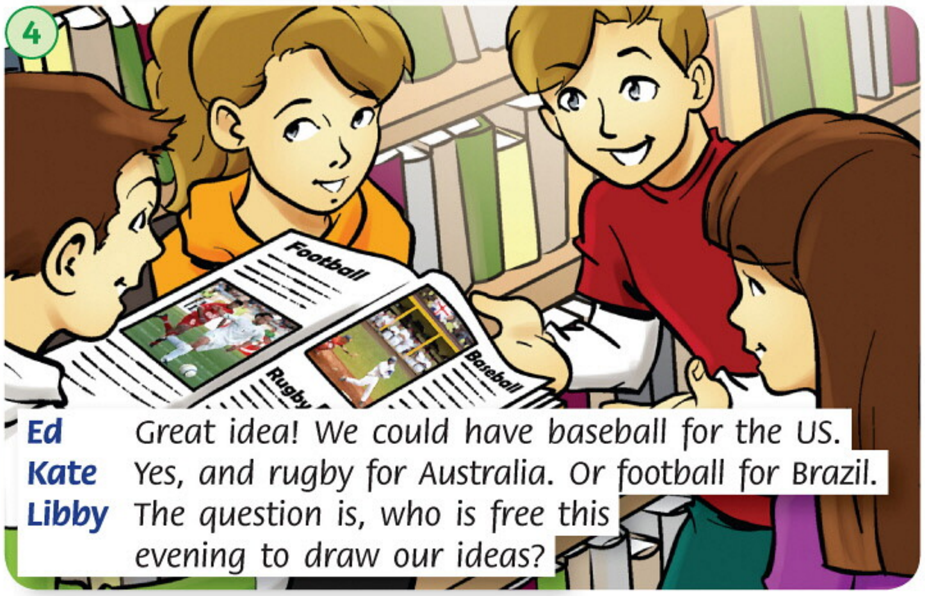
Tom We haven't got time to look at all these books!
Libby If we look through them quickly, we'll get some ideas.

③



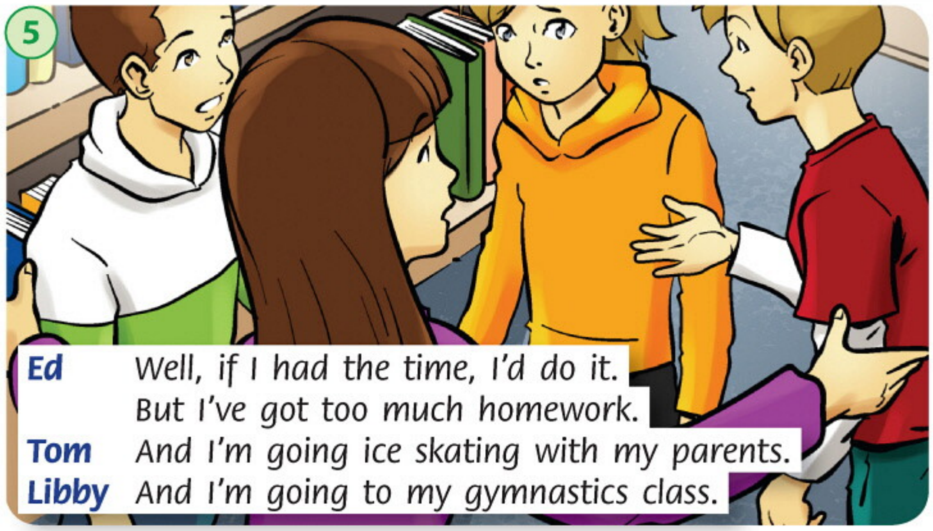
Tom This book is about sports around the world. Maybe we could draw sports that are popular in other countries.

④



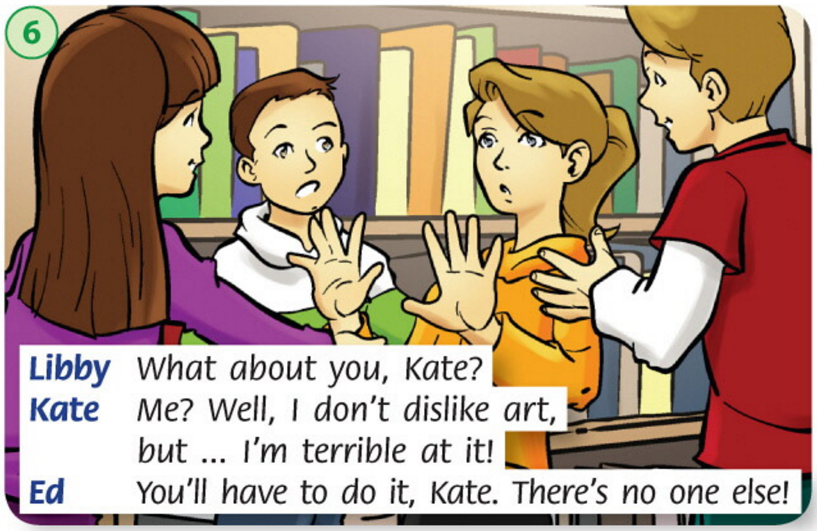
Ed Great idea! We could have baseball for the US.
Kate Yes, and rugby for Australia. Or football for Brazil.
Libby The question is, who is free this evening to draw our ideas?

⑤



Ed Well, if I had the time, I'd do it. But I've got too much homework.
Tom And I'm going ice skating with my parents.
Libby And I'm going to my gymnastics class.

⑥



Libby What about you, Kate?
Kate Me? Well, I don't dislike art, but … I'm terrible at it!
Ed You'll have to do it, Kate. There's no one else!

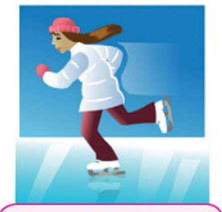
2 Listen to the story again and repeat. Act.

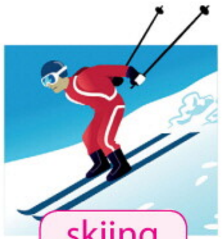
3 Read again and write the names. Ed Kate Libby Tom

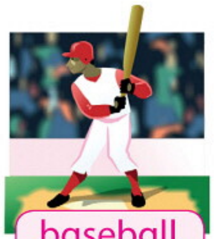
1 Ed finds a useful section in the library.
2 ________ finds a book about sport.
3 ________ is going ice skating.
4 ________ is studying in the evening.
5 ________ has a class in the evening.
6 ________ has time to do the drawing.

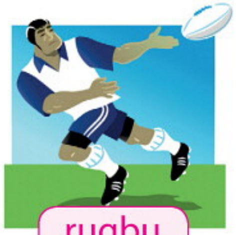
1 Listen and repeat. 13

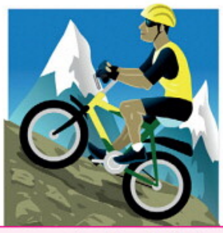
Dictionary Workbook 6 pages 126–134

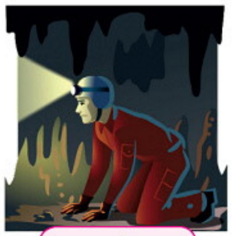

ice skating

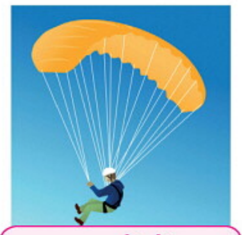

skiing

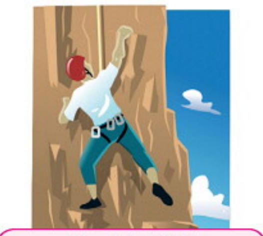

baseball


rugby


mountain biking


caving


paragliding


rock climbing

2 Write the words.

1 ____skiing____ *noun* a sport that you do on snow in the mountains
2 ____________ *noun* a sport where you go down under the ground to explore
3 ____________ *noun* a sport where you jump off a hill and fly high in the air
4 ____________ *noun* a sport where you hit a ball with a bat, then run around a diamond shape
5 ____________ *noun* a team sport played with an egg-shaped ball
6 ____________ *noun* a sport where you climb mountains using ropes
7 ____________ *noun* a sport where you slide over frozen water wearing special boots
8 ____________ *noun* a sport where you ride fast down hills on a bicycle

Working with words

We add the prefixes *dis-* or *in-* to some adjectives and verbs to make the meaning negative.

positive	honest	like	obey	correct	experienced	sensitive
negative	dishonest	dislike	disobey	incorrect	inexperienced	insensitive

Dictionary Workbook 6 pages 126–134

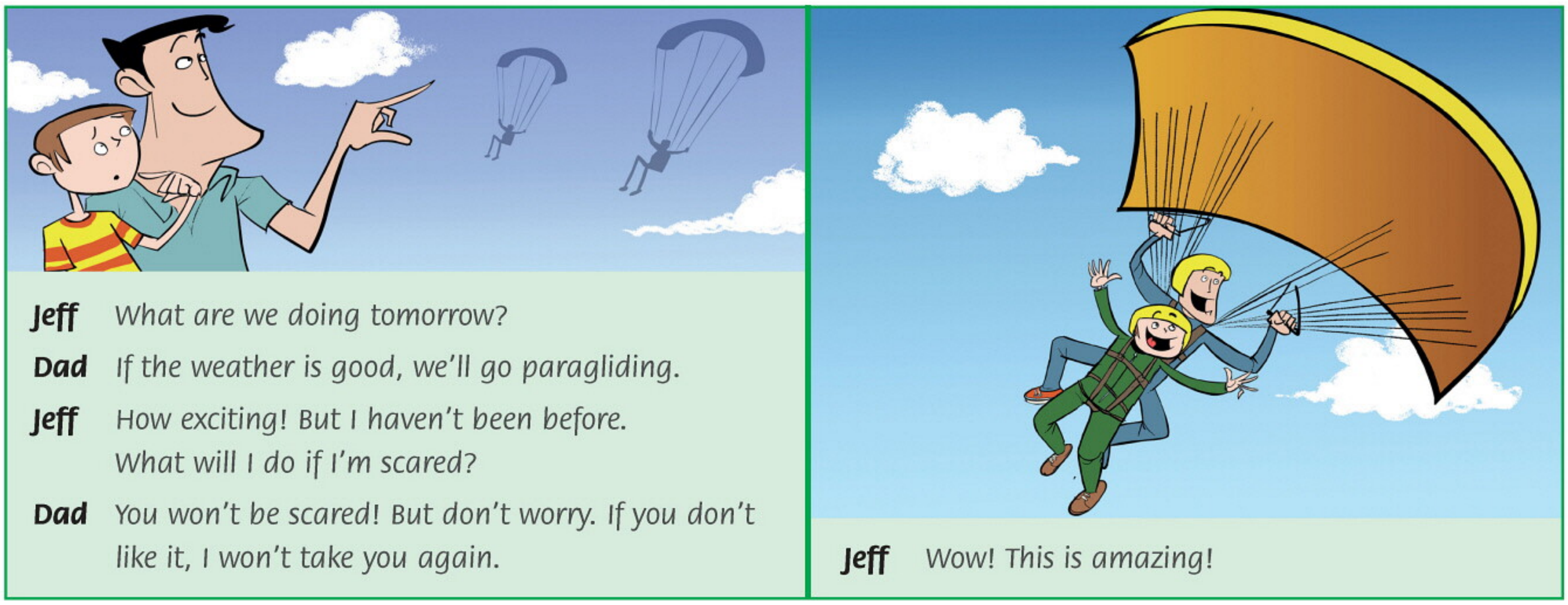
3 Listen and repeat. 14

4 Write *dis* or *in*.

1 I really __dis__like Ben. He's never nice to anyone.
2 Liz is a very _____honest person. She never tells the truth.
3 This answer is _____correct. It isn't thirty-two; it's forty-two.
4 My brother is a very _____experienced climber. He's only climbed one mountain.
5 Jack's so _____sensitive. He never cares about other peoples' feelings.
6 Children should never _____obey their parents!

Lesson Three Grammar 1

1 Listen and read. What sport are they talking about? 15



Jeff *What are we doing tomorrow?*

Dad *If the weather is good, we'll go paragliding.*

Jeff *How exciting! But I haven't been before. What will I do if I'm scared?*

Dad *You won't be scared! But don't worry. If you don't like it, I won't take you again.*

Jeff *Wow! This is amazing!*

2 Read and learn.

First conditional

Use the first conditional to talk about things that might happen in the future.

If the weather is good, we'll go paragliding.

Look!

If you don't like it, I won't take you again.
I won't take you again if you don't like it.

First conditional questions

Will you come for a walk if the weather is good?

Yes, I will.
No, I won't.

3 Read and match.

1 If I go shopping, c
2 Will we go swimming in the sea ☐
3 If they don't score any goals, ☐
4 We'll buy tickets for the match ☐
5 Will they have lessons ☐
6 If she can't find a good instructor, ☐

a they won't win the match.
b if we go to the beach tomorrow?
c I'll buy some new football boots.
d she won't go rock climbing.
e if they go skiing next year?
f if our favourite team is playing.

4 Write sentences. Use the first conditional.

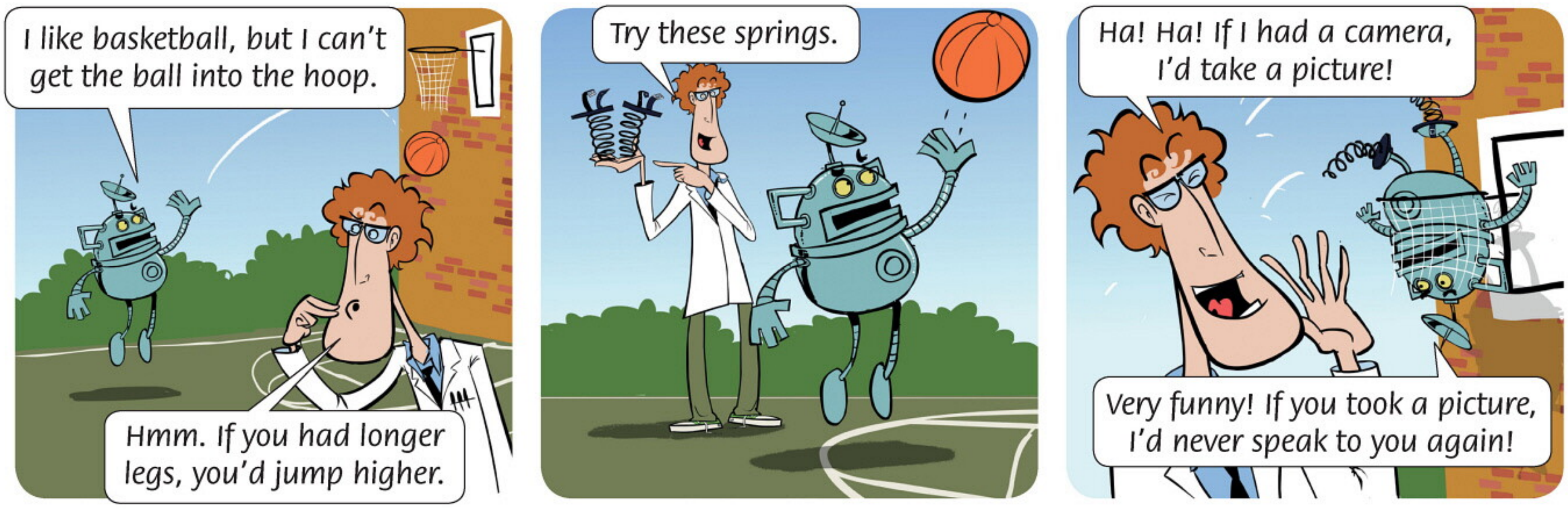
1 if / I / finish / my homework / I / visit / my friends
If I finish my homework, I'll visit my friends.
2 you / not win / the race / if / you / not run / fast
3 we / go / to the park / if / it / not rain / tomorrow
4 they / not pass / the test / if / they / not study / hard
5 if / I / stay / at home / this evening / I / go / to bed / early
6 if / she / go / to the party / she / buy / a new dress

G Complete Grammar Time Exercise 1 on page 117 of Workbook 6.

Lesson Four Grammar 2

PROFESSOR & CHIP

1 Listen and read. What sport is Chip playing? 16


I like basketball, but I can't get the ball into the hoop.
Hmm. If you had longer legs, you'd jump higher.
Try these springs.
Ha! Ha! If I had a camera, I'd take a picture!
Very funny! If you took a picture, I'd never speak to you again!

2 Read and learn.

Second conditional

Use the second conditional to talk about things that are unreal or unlikely to happen in the future.

If I had a camera, I'd take a picture.

If I had longer legs, I wouldn't play so badly.

Look!

If you took a picture, I'd never speak to you again.

I'd never speak to you again if you took a picture.

Second conditional questions

Would you play rugby if you lived in England?

Yes, I would.

No, I wouldn't.

Look!

'd = would **wouldn't = would not**

3 Complete the sentences. Use the second conditional. V Irregular verb list Workbook 6 page 135

1 If I found (find) a little spider in my house, I'd put (put) it outside.

2 If I ________ (live) in the mountains, I ________ (go) skiing every weekend!

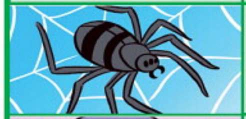
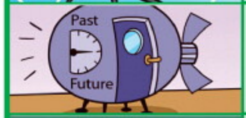
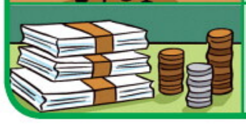
3 Ben ________ (buy) a house for his parents if he ________ (have) a lot of money.

4 If I ________ (speak) French, I ________ (not go) to French class.

5 If we ________ (live) near a tennis court, we ________ (play) tennis every day.

6 I ________ (run) away if I ________ (see) a snake.

4 **Speaking** Ask and answer.

	Harry	Jon	Tim	Ben
	run away	put it outside	run away	put it outside
 Past Future	go to the past	go to the future	go to the future	go to the past
	buy a bike	buy a bike	go on holiday	go on holiday

Would he run away if he saw a spider?

No, he wouldn't.

Would he go to the future if he had a time machine?

Yes, he would.

It's Jon!

G Complete Grammar Time Exercise 2 on page 117 of Workbook 6.

Skills Time!

Lesson Five

Reading

1 **Look at the article. Choose the correct title.**

a) Working with animals **b)** The life of a free-diver **c)** The dangers of the ocean

2 **Listen and read.** 17

Tanya Streeter

Tanya Streeter grew up on Grand Cayman Island in the middle of the Caribbean Sea. When she was a child, she loved being in the sea and she spent as much time as possible in the water, snorkelling and studying fish and other sea life. She also liked diving deep down into the ocean to look for rocks and shells. Tanya had a natural love of diving and, one day, she discovered a sport she could do.

The sport was called free-diving. Thousands of years ago, people dived deep into the oceans to catch fish and to look for pearls. But they didn't have any diving equipment to help them breathe in those days. Today, this kind of diving has become a popular sport. People dive as deep as possible with no breathing equipment. They stay under the water for as long as they can and try to break world records.

Tanya had one lesson in free-diving and found out that she was very talented. She had more lessons and then started to enter competitions and compete against people from all over the world. At 25, she broke her first world record when she dived 113 metres down into the ocean. She broke many more records after that. Tanya trains for four or five hours every day in the gym and in the pool. But the freedom she feels when she's free-diving makes it worth all the hard work.

Tanya is also interested in looking after the environment and protecting wildlife. She has worked hard to tell the world about the problems that whales and dolphins have with sea pollution and how dangerous it is for them. She has appeared in videos swimming with whales and has also become a popular TV presenter.

3 **Read again and write *True* or *False*.**

1 Tanya Streeter lived on an island. True

2 She disliked being in water when she was young. ______

3 Free-divers dive without equipment. ______

4 Tanya has only broken one record. ______

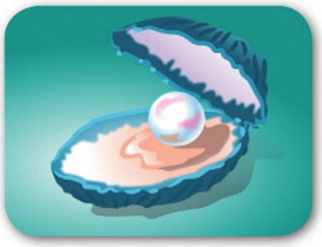
5 Tanya only ever trains in water. ______

6 Tanya is a TV presenter. ______

Words in context

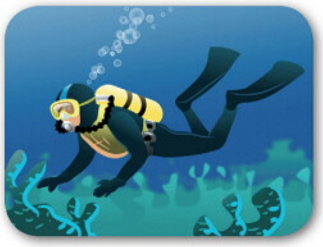
1 Find the words in the sports profile to match the pictures and definitions.

Dictionary
Dictionary Workbook 6
pages 126–134



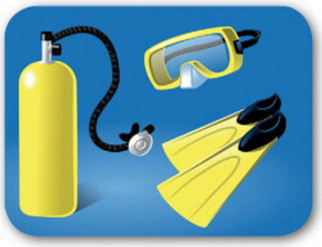
1 pearl

2 *noun* the feeling that you can do whatever you want to do ______



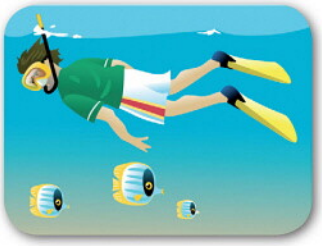
3 ______

4 *noun* the natural world ______



5 ______

6 *adj* very good at doing something ______



7 ______

8 *noun* animals and birds ______

Listening

2 Listen. What sport are they talking about? 18

3 Listen again and complete.

Name: Jon Parks
Country: [1] Australia
Age: [2] ______
Training:
- running – every day
- swimming – [3] ______ hours every day
- gym – four times a week

Diet:
- fruit and vegetables
- [4] ______

Deepest dive: [5] ______ metres
Next competition:
Caribbean – in [6] ______

Speaking

4 Ask and answer. Use the prompts or your own answers.

Would you like to try free-diving?	______	Yes, I would. / No, I wouldn't.
Why? / Why not?	Because I think it would be ______.	exciting / amazing / scary / difficult
What's your favourite sport?	My favourite sport is ______.	football / tennis / swimming / basketball
What other sports would you like to try?	I'd love to try ______.	paragliding / skiing / snorkelling / ice skating / diving

Skills Time!

Lesson Seven

Writing

1 Look at Megan's concept map. What sport is she writing about?

2 Read.

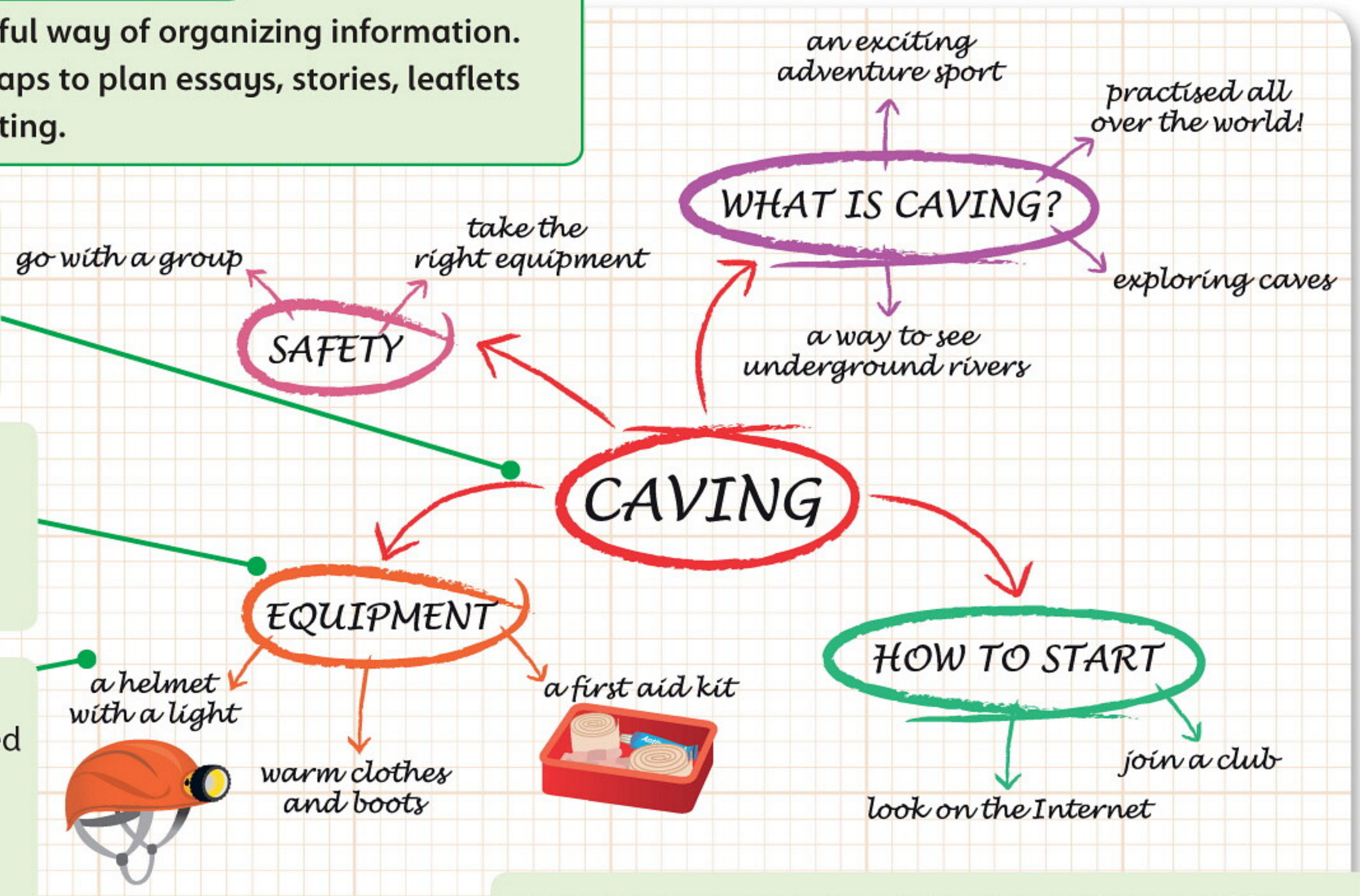
A concept map

A concept map is a useful way of organizing information. You can use concept maps to plan essays, stories, leaflets and other pieces of writing.

1 Think of a topic. Write the name of the topic in the middle of the page.

2 Think of your ideas. Draw lines from the main topic and write them at the end.

3 Think of the information connected to each idea. Draw lines and write it at the end.



an exciting adventure sport
practised all over the world!
WHAT IS CAVING?
exploring caves
a way to see underground rivers
go with a group
take the right equipment
SAFETY
CAVING
EQUIPMENT
a helmet with a light
warm clothes and boots
a first aid kit
HOW TO START
join a club
look on the Internet

To make your concept map interesting and memorable:

- use different colours
- draw different shapes around your words
- draw pictures

3 Read again and answer the questions.

1 What kind of sport is caving?

2 What kind of equipment do you need?

4 Complete Megan's leaflet with information from the concept map.

Caving

What is caving?

Caving is an exciting adventure sport that is practised all over the world! It involves ^{1} exploring caves with a group of people. It's great fun and you can see underground ^{2} ________, too.

How to start

The best way to start caving is to look on the Internet. Look at some pictures and some good websites. After that, you should join a ^{3} ________.

Safety

Caving can be dangerous. Never go caving alone. Always go with a ^{4} ________ and always take the right equipment.

Equipment

Light is very important, so you need to have a helmet with a light. It's very cold in caves, so wear warm clothes and ^{5} ________. You should also take a ^{6} ________.

HAVE A GREAT TIME!

5 Complete the writing task on page 20 of Workbook 6. page 20

1 Complete the quiz.

① (noun) *a sport where you climb mountains using ropes*
What is the word?

② **Where is Tom going with his parents in the story?**

③ **Make the word negative.** honest

④ **Correct the sentence.**
If it rained this afternoon, we'll stay at home.

⑤ **Correct the sentence.**
I'd to run away if I saw a snake.

⑥ **Correct the sentence.**
What would you do if you meet your favourite actor?

⑦ **What job does Tanya Streeter do on TV?**

⑧ (adj) *very good at doing something* **What is the word?**

⑨ **Complete the sentence.**
You can use a concept map to organize ________.

⑩ **Complete the sentence.**
You can use a concept map to plan ________.

2 Listen and write. Sing. 19

climbing caving rugby jump baseball ice skate ~~football~~ skiing

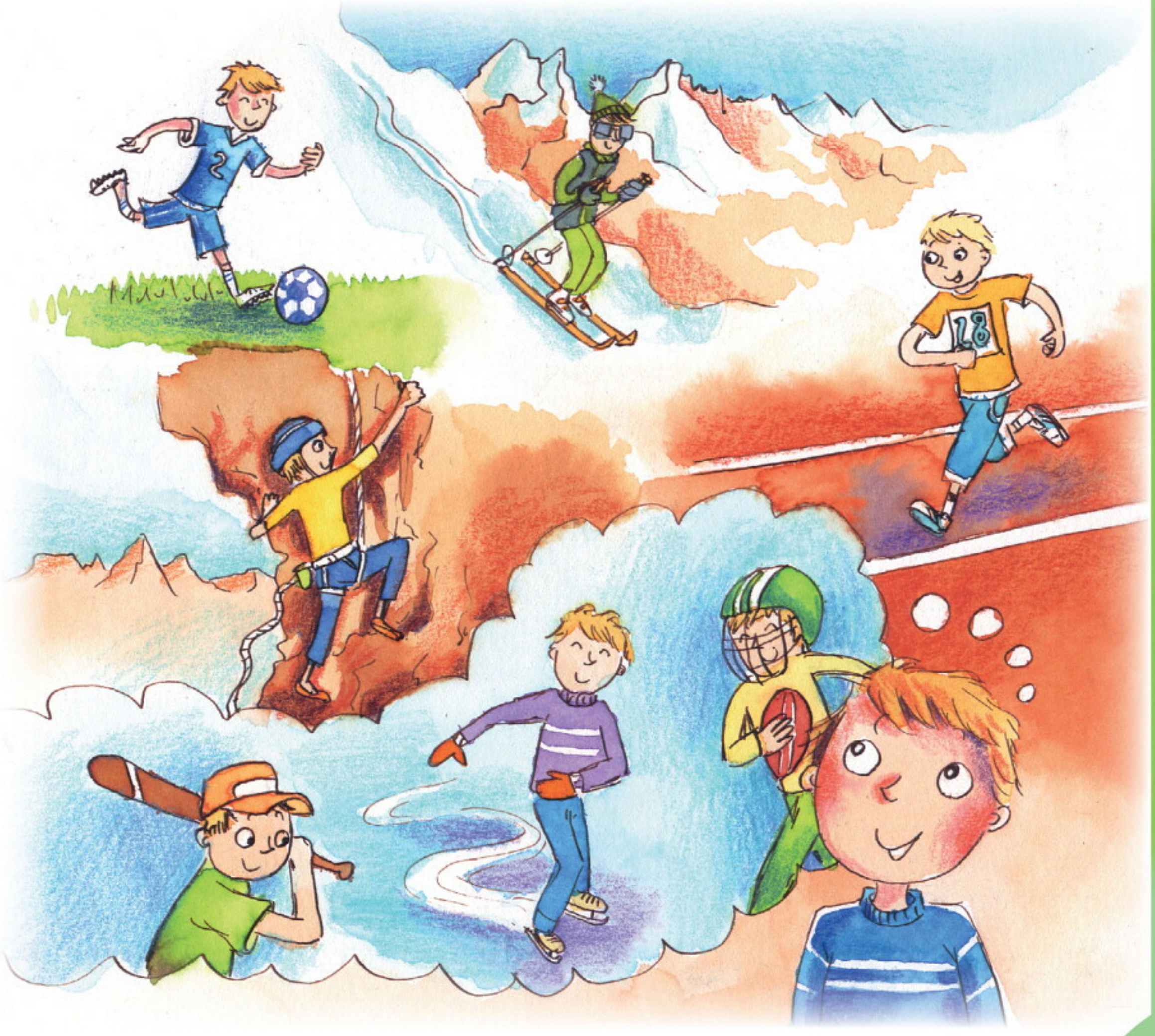
Mad about sport

I often play [1] football
Or go for a run.
And if I went [2] ________,
I'd have lots of fun.

I really love [3] ________
And [4] ________ is great.
If I lived near a rink,
I'd love to [5] ________.

I like to play [6] ________;
It's so fun to play.
If I lived in Australia,
I'd play [7] ________ all day.

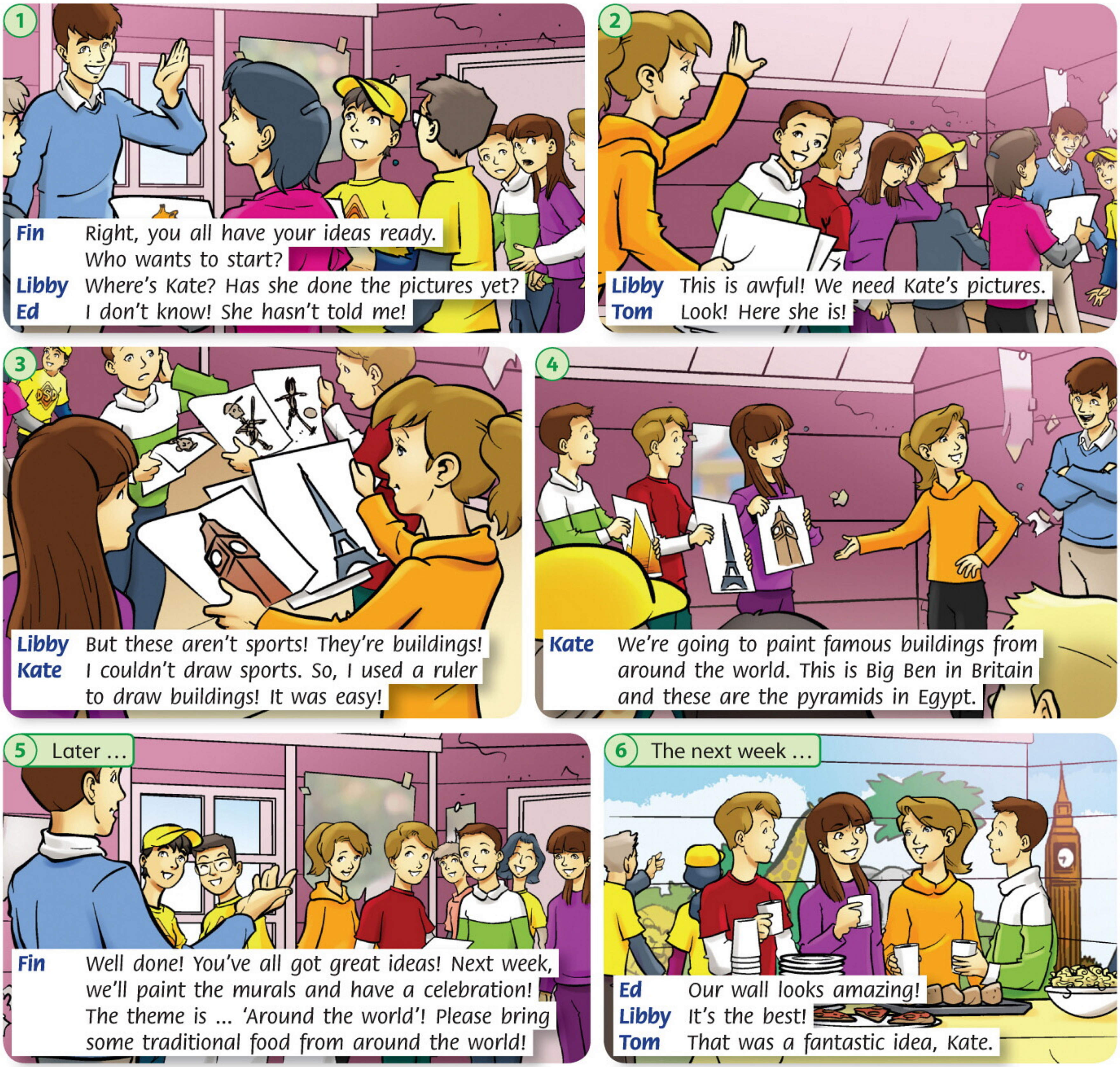
But whatever I do,
Run fast or [8] ________ high,
Win or lose races –
I just love to try!



3 It's festival time!

Lesson One Story

1 Listen and read. What does Kate draw? 20


1
Fin Right, you all have your ideas ready. Who wants to start?
Libby Where's Kate? Has she done the pictures yet?
Ed I don't know! She hasn't told me!
2
Libby This is awful! We need Kate's pictures.
Tom Look! Here she is!
3
Libby But these aren't sports! They're buildings!
Kate I couldn't draw sports. So, I used a ruler to draw buildings! It was easy!
4
Kate We're going to paint famous buildings from around the world. This is Big Ben in Britain and these are the pyramids in Egypt.
5 Later …
Fin Well done! You've all got great ideas! Next week, we'll paint the murals and have a celebration! The theme is … 'Around the world'! Please bring some traditional food from around the world!
6 The next week …
Ed Our wall looks amazing!
Libby It's the best!
Tom That was a fantastic idea, Kate.

2 Listen to the story again and repeat. Act.

3 Read again and write *True* or *False*.

1 Kate arrives early at the club. False

2 Ed and Kate have talked about the pictures. ______

3 Kate tells the club about their pictures. ______

4 Kate has changed their idea for the mural. ______

5 Fin makes all the food for the celebration. ______

6 The wall doesn't look good. ______

1 Listen and repeat. 21

amazing	*adj*	very good
awful	*adj*	very bad
bright	*adj*	strong in colour
delicious	*adj*	tasting very good
deserted	*adj*	empty, with no one there
disgusting	*adj*	very bad; horrible
original	*adj*	new and interesting, and different from other things
traditional	*adj*	something that has always been done or made in the same way

2 Read and circle.

1 I wore a [✓ *bright*] / *delicious* red costume to the carnival.
2 The music was *bright* / *awful*. No one liked it.
3 These pancakes are *delicious* / *deserted*. Can I have some more, please?
4 The costumes are really *disgusting* / *original*. I've never seen anything like them before.
5 I'm sorry, but this rice tastes *amazing* / *disgusting*. I can't eat it.
6 Everybody wore *deserted* / *traditional* clothes from their different countries.
7 The streets were *deserted* / *bright* because there was an important football match on.
8 The festival was *amazing* / *traditional*. We all had a great time.

Working with words

We add the suffix *-ous* to some nouns to make adjectives.

noun	**danger**	**poison**	**hazard**
adjective	**dangerous**	**poisonous**	**hazardous**

When the noun ends in *-e*,
we remove the *-e* and add *-ous*.

When the noun ends in *-y*,
we change the *-y* to an *-i* and add *-ous*.

noun	**fame**	**adventure**	**fury**
adjective	**famous**	**adventurous**	**furious**

Dictionary
Workbook 6
pages 126–134

3 Listen and repeat. 22

4 Read and circle.

1 My mum was *fury* / [✓ *furious*] when I broke the window.
2 I'm not interested in *fame* / *famous*. I don't want the world to know who I am.
3 Fireworks can be *danger* / *dangerous*, so be careful when you're near them.
4 My brother's really *adventure* / *adventurous*. He loves travelling to different places.
5 The wet floor is a safety *hazard* / *hazardous*. Someone might fall down.
6 Some people use *poison* / *poisonous* to kill mice and rats.

Lesson Three Grammar 1

1 Listen and read. Where is the reporter? 23

The festival has been on for five days now and there are still thousands of people in the streets of London. I've been here since nine o'clock this morning and it's been great! The procession has already finished. You can probably see the floats in the distance. There are food stalls everywhere and I've just eaten some delicious pancakes with chocolate sauce. I haven't seen any fireworks yet. They're going to be on later tonight.

2 Read and learn.

Present perfect with *since* and *for*

Use the present perfect and *since* to talk about past actions after a certain time or date, e.g. 2 p.m., last Saturday, May.

I've been here since nine o'clock this morning.

Use the present perfect and *for* to talk about past actions in a period of time, e.g. a week, two hours, a day.

The festival has been on for five days.

Present perfect with *already, just, yet* and *before*

We use these time words with the present perfect:

The procession has already finished.

I've just eaten some delicious pancakes.

I haven't seen any fireworks yet.

Have you eaten yet?

I've never eaten anything so delicious before.

Look! These time words are used in different places in the sentence.

3 Read and circle.

1 I haven't been to a festival like this [✓ *before*] / *already*.

2 He hasn't tidied his room *already* / *yet*, so he can't go out.

3 The girls haven't worn traditional clothes *just* / *before*.

4 I don't want a sandwich, thank you. I've *just* / *yet* had lunch.

5 Have you tried any of the food *just* / *yet*?

6 We've *already* / *yet* seen the fireworks. They were great.

4 Write sentences about Emma.

V Irregular verb list Workbook 6 page 135

1 live / in France / four months

She's lived in France for four months.

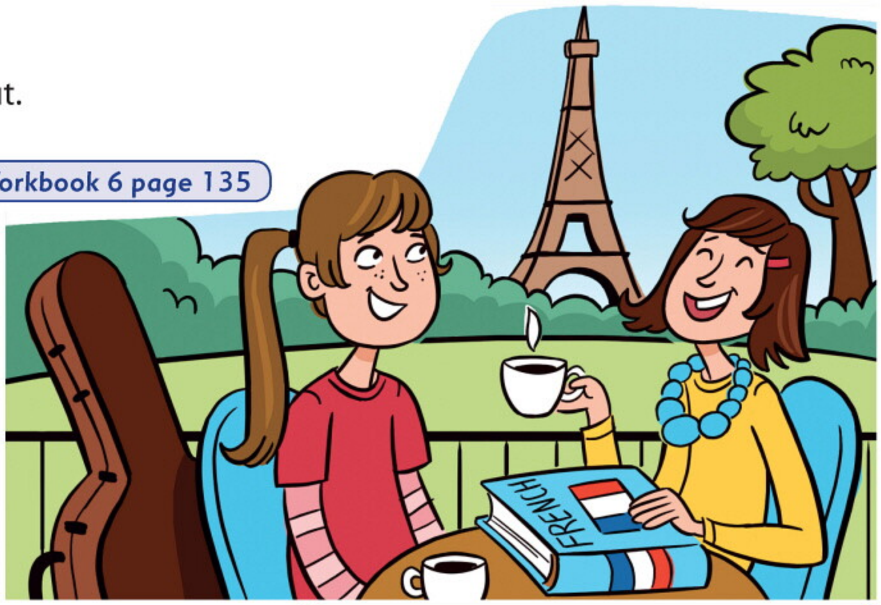
2 have / her necklace / June

3 know / her friend / 2006

4 be / in the café / ten o'clock

5 speak / French / she was ten

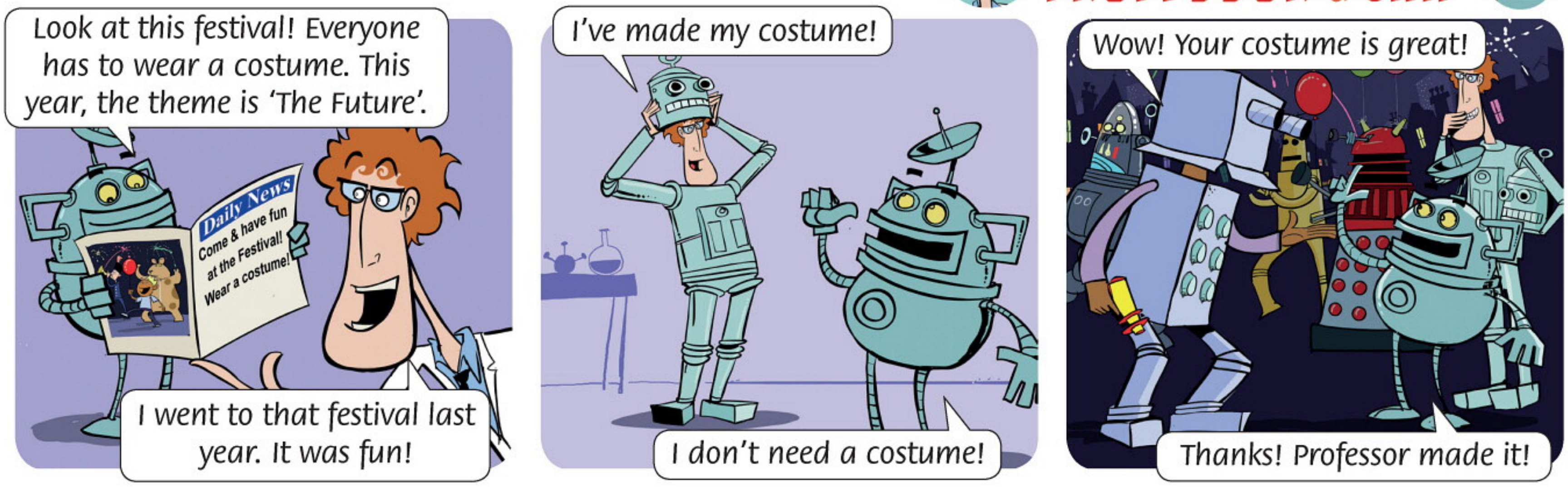
6 play / the guitar / two years



G Complete Grammar Time Exercises 1 and 2 on pages 117–118 of Workbook 6.

1 Listen and read. Where do Chip and Professor go? 24

PROFESSOR & CHIP


Look at this festival! Everyone has to wear a costume. This year, the theme is 'The Future'.
Daily News
Come & have fun at the Festival! Wear a costume!
I went to that festival last year. It was fun!
I've made my costume!
I don't need a costume!
Wow! Your costume is great!
Thanks! Professor made it!

2 Read and learn.

Past simple

We use the past simple to talk about actions that started and finished in the past. We often say when the action happened.

I went to that festival last year.

Present perfect

We use the present perfect to talk about actions in the past that are still important now. We often don't say when the action happened.

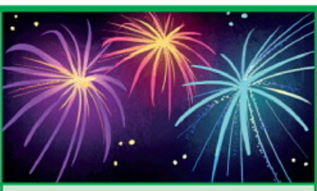
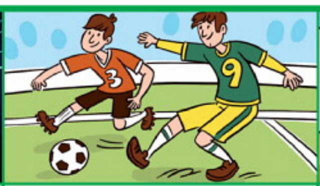
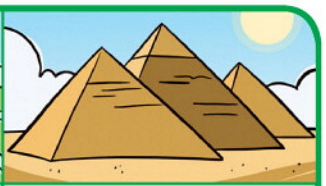
I've made my costume.

3 Complete the sentences. Use the present perfect or the past simple.

Irregular verb list Workbook 6 page 135

1 I ____went____ (go) to the festival yesterday. It was great!
2 I ________________ (see) the pyramids. They were amazing!
3 We ________________ (visit) France last summer.
4 They ________________ (walk) for three hours at the weekend.
5 I ________________ (have) my lunch at one o'clock.
6 I ________________ (eat) Chinese food.

4 Speaking Ask and answer.

			
Tim	✓ (2 months ago)	✗	✓ (last summer)
Ben	✓ (3 weeks ago)	✓ (last Saturday)	✗
Jon	✓ (2 months ago)	✓ (last Saturday)	✓ (3 years ago)
Fred	✗	✓ (2 weeks ago)	✓ (last summer)

a festival a football match
the pyramids

Has he ever been to a festival?

Yes, he has.

When did he go there?

He went there two months ago.

Has he ever been to a football match?

No, he hasn't.

It's Tim!

Complete Grammar Time Exercise 3 on page 118 of Workbook 6.

Skills Time!

Lesson Five

Reading

1 Look at the travel article. Which countries are the festivals in?

2 Listen and read. 25

Top Ten Food Festivals

Going to festivals is always fun, but going to festivals that have delicious food is even better! Here are some of our favourite food festivals around the world. They celebrate special foods that are made or grown in that part of the country.

1 If you like chocolate, you will love Eurochocolate. This festival takes place in October every year, in Perugia in Italy. It lasts for nine days. What does it celebrate? Chocolate, of course! Nearly one million people go to the festival every year. The streets are full of places to buy different kinds of chocolate snacks. You can also see chocolate sculptures. One year, there was a huge igloo made from chocolate bricks! At the end, the sculptures are broken up and given to people at the festival to eat!

2 The Gilroy Garlic Festival is one of the largest food festivals in the US. The festival takes place every year in Gilroy, California. It happens on the last weekend in July and it is one of the best garlic festivals in the world! So, what do people do? Well, they eat lots of things made with garlic, including garlic ice cream and garlic chips! There are also garlic cooking demonstrations! If you like garlic, this is a great festival to go to!

3 If you go to India in July, you should go to the Mango Festival! In India, mangoes are called 'the king of fruits'. Mangoes are grown in India and they are very popular! The mango festival is in Delhi and goes on for two days. There are more than 500 types of mango! You can taste different mango dishes, mango jams, mango juices, mango desserts and anything else with mango in it! There is also a competition with a prize for the biggest mango!

GARLIC ICE CREAM
FLAVORS
GARLIC OR CHERRY
OR VANILLA OR CHOC.GARLIC
69

3 Read again and complete the chart.

Name?	Eurochocolate	Gilroy Garlic Festival	Mango Festival
Country?	Italy	1 The US	India
When?	October	2 ______	3 ______
How long?	4 ______	a weekend	two days
Special food?	5 ______	garlic	6 ______

Words in context

1 **Find the words in the article. Write.**

Dictionary Workbook 6
pages 126–134

last   celebrate   snack   garlic   ~~demonstration~~   dessert   dish   bricks

1 Our science teacher gives us a demonstration when we do experiments.
2 People usually make houses with ________.
3 Some people put ________ into tomato sauce to give it a better taste.
4 My favourite ________ is rice with fish.
5 My mum gives me a ________ to eat after school.
6 In the restaurant, after the fish, we had a delicious ________.
7 I always ________ my birthday with a cake.
8 The exam doesn't ________ long. It's only an hour.

Listening

2 **Listen. What food do they celebrate in the festival?** 26

3 **Listen again and write *True* or *False*.**

1 The rice festival takes place in France. True
2 The rice festival is in October. ____
3 It lasts for one week. ____
4 You can buy rice dishes in the street. ____
5 The streets are very quiet during the festival. ____
6 People ride horses in the streets. ____

Speaking

4 **Ask and answer. Use the prompts or your own answers.**

Which of the places would you like to go to?	I'd like to go to ________.	Italy / the US / India / France
Which food from the festivals would you like to eat?	I'd like to eat the ________.	chocolate / garlic ice cream / mango jam / rice with fish or chicken
What other kind of food festival would you like to go to?	________	A pizza festival. / A cake festival. / An ice cream festival. / A fruit festival. / A cheese festival.
Why?	Because I like ________.	sweet food / unusual food / healthy food / traditional food

Skills Time!

Lesson Seven

Writing

1 **Look at Jay's letter. What type of letter is it?**

a) a thank you letter   b) an invitation   c) a letter of complaint

2 **Read.**

A letter

We write letters to thank people, to invite them to an event, to complain and for many other reasons.

We start a letter with 'Dear' and the person's name.

First, we say why we are writing. For example, if we are writing a thank you letter, we write what we are thanking them for.

If we include something with the letter, like a photo or present, we write why we've sent it.

We finish a letter with 'Best wishes' or 'From'.

We write the address at the top.

We write the date under the address.

When we use two or more adjectives, we put them in this order:
opinion, size, age, colour

31 Giza Street
Cairo 12153
Egypt

Saturday 30th October

Dear Cousin Tim,

Thank you so much for inviting me to Eurochocolate! It was great! It was so interesting to see how chocolate is made. My favourite part of the festival was the cooking class when we learnt to make chocolate ice cream! I made it for my mum and dad when I came back to Egypt. I also loved the chocolate sculptures on the streets.

It was also nice to stay in Aunt Sally and Uncle Tom's lovely, big, red house in Perugia. I loved the city of Perugia. It is a really interesting, old city. I would love to come back to Italy again and see some more cities there.

I have sent you a picture of us together at the chocolate festival so we always remember it. I hope you like it!

Best wishes,
Jay

3 **Read again and answer the questions.**

1 What festival did Jay go to?

2 What was Jay's favourite part of the festival?

4 **Number the parts of the letter in the correct order.**

☐ I have sent you an invitation to my birthday party next weekend. I hope you can come!

☐ I also liked the fireworks. They were really amazing, huge, red fireworks. And I loved the fire we made. It was a great evening.

☐ Sunday 10th November

☐ From,
Michelle

☐ Thank you for inviting me to your village for the Bonfire Night festival. It was great! My favourite part of the festival was cooking potatoes on the fire. They were delicious!

1 10 Spring Road
Oxford
OX2 1PZ

☐ Dear Alice,

5 **Complete the writing task on page 28 of Workbook 6.** page 28

1 Complete the quiz.

1 (adj) *tasting very good* **What is the word?**

2 **What does Kate use to draw the pictures in the story?**

3 **Make the word into an adjective.** danger

4 **Correct the sentence.** I've known Jon since three years.

5 **Correct the sentence.** I've been to the US last year.

6 **Correct the sentence.** Have you yet had dinner?

7 **Where does the Gilroy Garlic Festival take place?**

8 (noun) *food you eat between meals* **What is the word?**

9 **Write *S* (Start) or *E* (End).** From Andy

10 **Correct the sentence.** She had black, lovely, long hair.

2 Listen and write. Sing. 27

amazing goodnight deserted traditional bright ~~town~~ original delicious

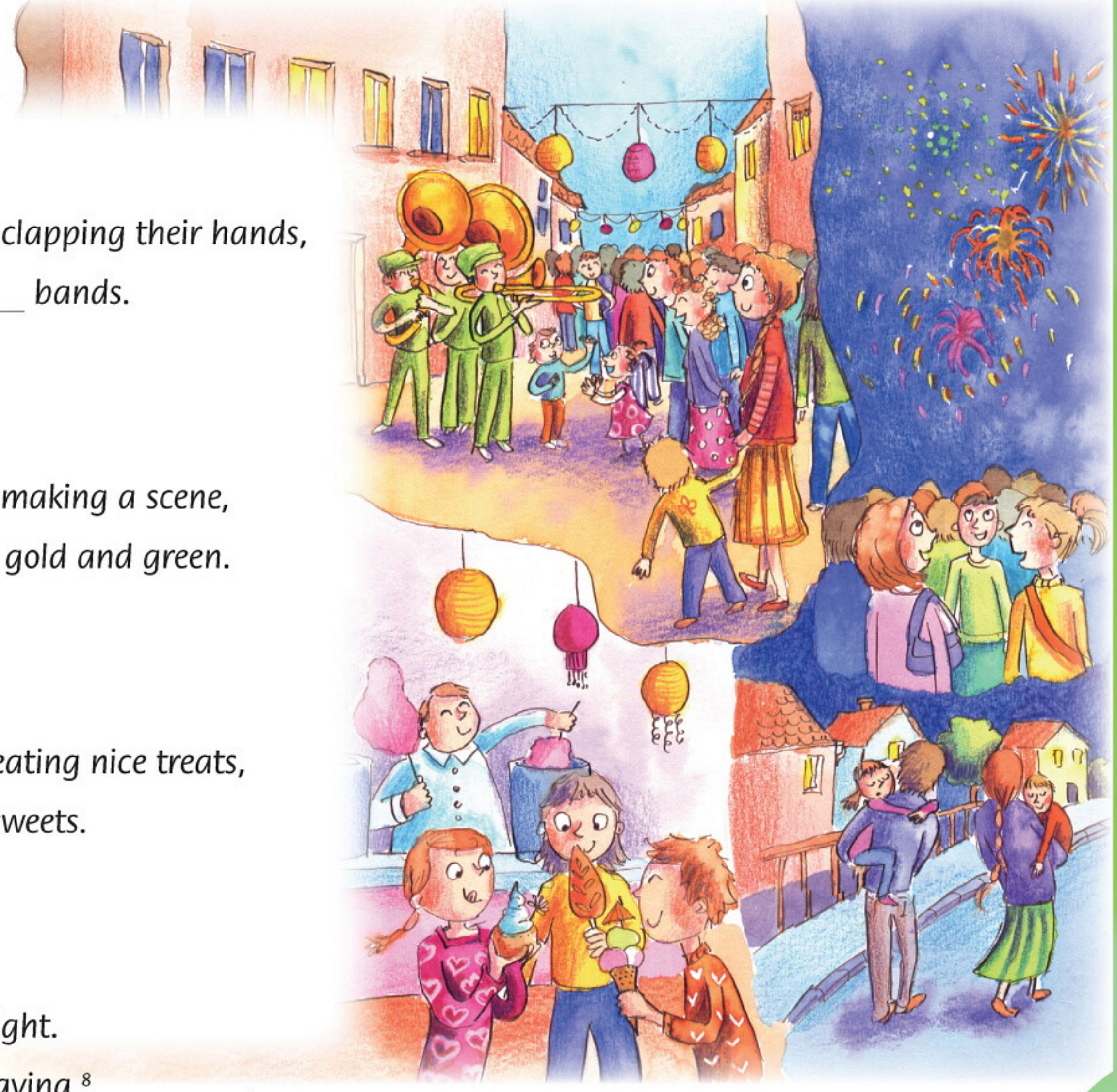
Festival time!

It's festival time again,
People are out in the [1] town .
They're laughing and dancing and clapping their hands,
To [2] ________ *music and* [3] ________ *bands.*

It's festival time again,
Fireworks are up in the sky.
They're whizzing and banging and making a scene,
Of lovely [4] ________ *colours of red, gold and green.*

It's festival time again,
Children have come out for fun.
They're running and jumping and eating nice treats,
[5] ________ *cakes and* [6] ________ *sweets.*

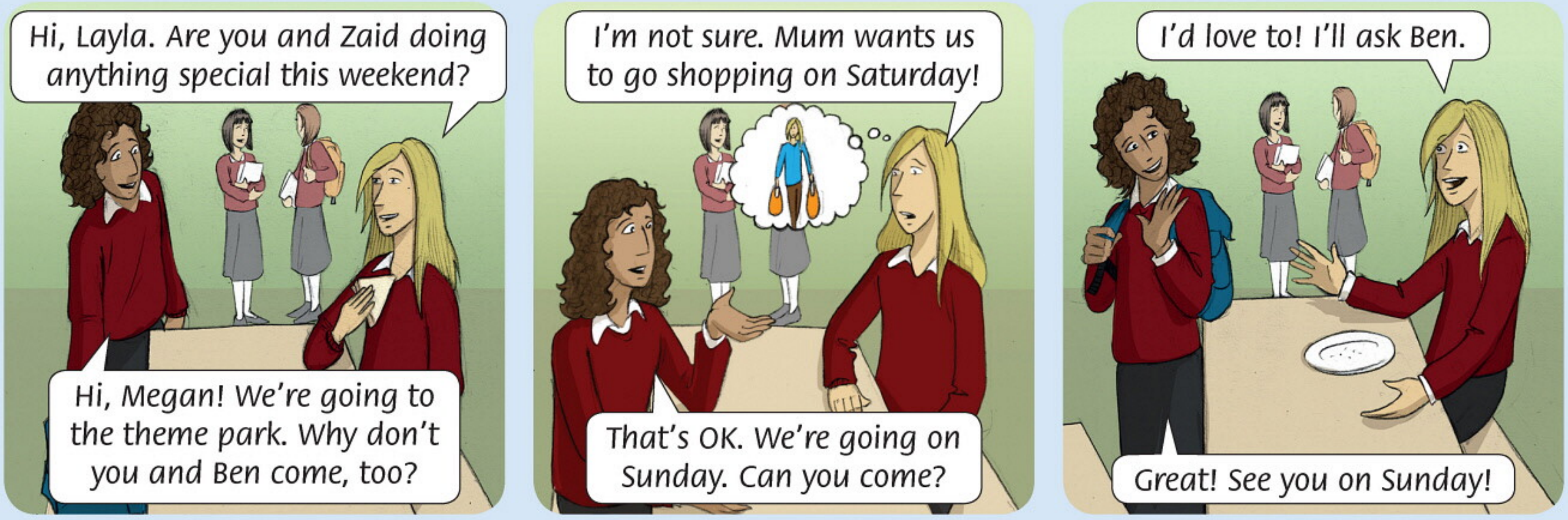
Festival time is done,
The streets are [7] ________ *again.*
Parents are holding their children tight.
They're smiling and yawning and saying [8] ________.



Fluency Time! ①

Everyday English

1 **Listen and read.** 28


Hi, Layla. Are you and Zaid doing anything special this weekend?
Hi, Megan! We're going to the theme park. Why don't you and Ben come, too?
I'm not sure. Mum wants us to go shopping on Saturday!
That's OK. We're going on Sunday. Can you come?
I'd love to! I'll ask Ben.
Great! See you on Sunday!

Use these phrases to talk about future plans.

Are you and Max doing anything special this weekend?

We're going to the theme park. / No, not really.

Why don't you and Ben come, too?

I'd love to. / Sorry, I can't.

I'm not sure. Mum wants us to go shopping on Saturday.

2 **Listening** **Listen and write *True* or *False*.** 29

1 Zaid is staying with his sister on Saturday. True

2 They're doing some art in the morning. ______

3 Ben's mum wants him to stay at home in the morning. ______

4 Zaid and Layla are playing basketball in the afternoon. ______

5 Ben's going to meet them in the park. ______

6 They're having chicken and chips in the café. ______

3 **Speaking** **Ask and answer. Use the prompts or your own answers.**

Saturday / Sunday / the first day of the holidays

Are you doing anything special on ______?

Yes! I'm going to ______. Why don't you come with me?

mum: tidy my room / dad: clean the car / sister: help her with her homework / brother: play football

I'm not sure. My ______ wants me to ______ in the morning.

That's OK. I'm going in the afternoon. Can you come?

visiting my grandparents / going to my cousin's house / shopping with my dad

Sorry, I can't. I'm ______.

OK. Let's meet next week.

Watch the DVD!

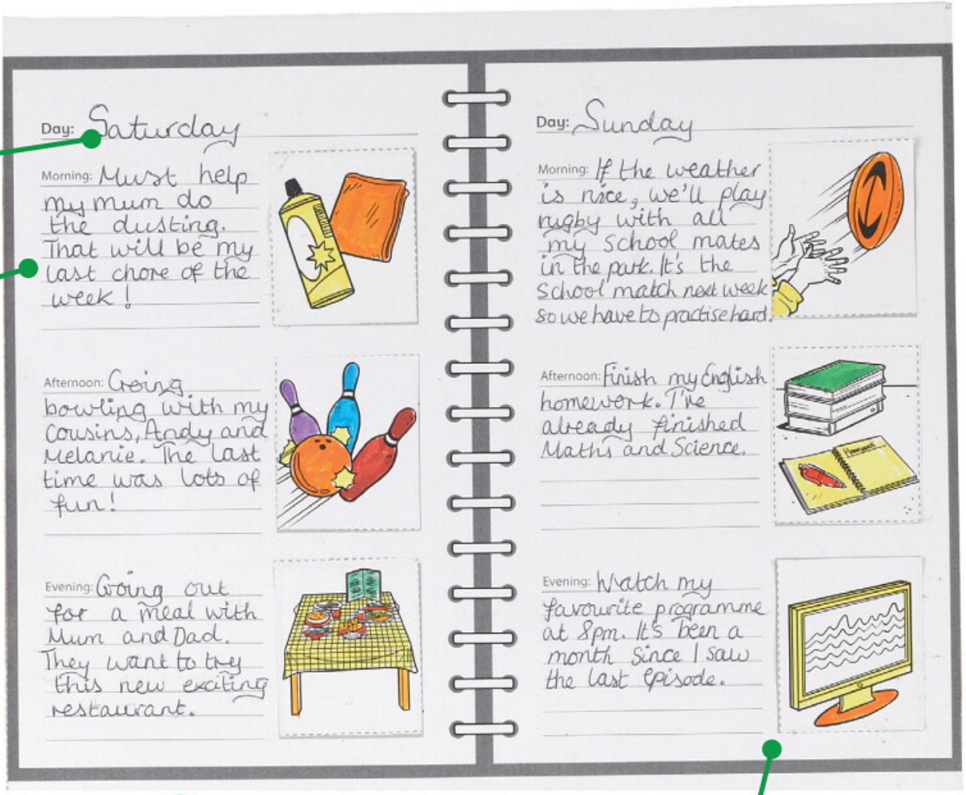
1 Look at the story again. Act.

2 Make a diary for your plans this weekend.

① Write a day on each side of your paper.

② Find examples of things you are doing at the weekend. Use the pictures or your own photos.
Think about:

- chores
- hobbies
- places to visit



Day: Saturday

Morning: Must help my mum do the dusting. That will be my last chore of the week!

Afternoon: Going bowling with my cousins, Andy and Melanie. The last time was lots of fun!

Evening: Going out for a meal with Mum and Dad. They want to try this new exciting restaurant.

Day: Sunday

Morning: If the weather is nice, we'll play rugby with all my school mates in the park. It's the school match next week so we have to practise hard.

Afternoon: Finish my English homework. I've already finished Maths and Science.

Evening: Watch my favourite programme at 8pm. It's been a month since I saw the last episode.

③ Stick your pictures in the right place and then write to create your weekend diary.

3 **Speaking** Use your diary to make plans. Ask and answer.

Are you doing anything special on Saturday?

I'm not sure. My mum wants me to help with the decorating. How about doing something on Sunday morning?

Yes! I'm going bowling in the afternoon. Why don't you come?

Sorry, I can't …

4 **Speaking** Tell the class about your project.

What are you doing on Saturday morning?

What are you doing on Sunday?

What's your busiest day?

This is my picture diary for the weekend. On Saturday morning, I'm …

Extensive reading: non-fiction

1 **Look at the pictures. What can you see?**

2 **Listen and read.** 30

Olympia

The Olympic Games

The Early Games

The first Olympic Games were held at a place called Olympia in Greece in 776 BC. At first, there was only one race. It was a 170-metre running race called the 'stade'. In the race, local athletes ran across a piece of ground and the whole event was finished in one morning. However, it was very popular, and athletes spent weeks practising and training for the event. Soon, more races and competitions were introduced, and people began to travel from other countries to take part in them. Then, in AD 393, the new Roman Emperor decided to stop the Games completely. Gradually, earthquakes and floods buried the site of the ancient festival.

The First Modern Games

Baron de Coubertin

For hundreds of years, the Games were forgotten. Then, in 1894, a French academic called Baron de Coubertin decided to bring them back. He believed that sport was an important part of peoples' education and that it made them better people. He studied the history of the ancient Games and decided to organize an international event with many of the traditions from the original Games. In 1896, the first modern Olympic Games took place in Athens and 14 countries took part. Their motto was 'Citius, Altius, Fortius', which is a Latin expression meaning 'Faster, Higher, Stronger.' Baron de Coubertin believed the Games would be a great way to bring people from lots of different countries together to compete against each other and work to be the best sportspeople that they could be.

The Olympic Rings

The Olympic flag was first flown at the 1920 Olympics. The five rings represent five world continents. The flag has a white background and each ring is a different colour: blue, yellow, black, green and red. These colours were chosen because every country had one of these colours in its national flag. It is a symbol of the way that all the countries come together to take part in an international sporting competition.

The Olympic Medals

Olympic medals are designed for each Olympic Games. So, every year, the medals are completely different. There is a medal ceremony after each Olympic event. They raise the flags of each winning athlete's country and play the national anthem of the gold medallist. Then they give the three winning athletes their medals: bronze, silver and gold.

The Paralympic Games

There have been many changes to the Olympic Games over the years. One of the most important is the introduction of the Paralympic Games. In 1948, Sir Ludwig Guttmann organized a sports competition for people with disabilities at a hospital in England. Four years later, competitors from Holland joined them. Then, in 1960, Olympic-style games for athletes with physical and visual disabilities were organized for the first time in Rome. Today, the Paralympic Games are a world-famous sporting event. They take place after the Olympic Games have finished, in the same city.

3 Read again and answer the questions.

1 Where did the first Olympics take place?
2 When was the first modern Olympics?
3 Who can take part in the Paralympic Games?
4 What was the opening ceremony at London 2012 named?

4 Discuss

1 Do you think the Olympics is a good sporting event? Why (not)?
2 Do you like taking part in sporting events? Why (not)?

London 2012

In 2012, the Olympic and Paralympic Games took place in London for the third time in history. There are many traditions at the Olympics and one of these is the opening ceremony. There are always fantastic displays of music, singing and fireworks, and people dancing in traditional costumes. There is a procession of athletes in their teams and the Olympic flag is raised. Finally, the Olympic torch is brought into the stadium and the Olympic flame is lit. Then the Games can begin.
London's opening ceremony was given the title *Isles of Wonder*, inspired by Shakespeare's play *The Tempest.* The show represented Britain's history and culture. It lasted for four hours and was watched around the world by more than 900 million people. There was some great music, including songs by Paul McCartney from the Beatles, Arctic Monkeys and a performance by the London Philharmonic Orchestra. There were some funny moments, too, such as when the Queen appeared with James Bond.

Breaking Records

London 2012 saw some fascinating firsts. Here are some of them:

Usain Bolt: Jamaican sprinter

He made history by being the first to achieve a 'double double' by winning the 100m and 200m titles at two consecutive Olympics. He and his teammates also set the world record for the 4x100m relay.

Michael Phelps: American swimmer

He won four gold and two silver medals, making him the most successful athlete for the third consecutive Olympics. He also became the Olympian with the most gold medals. In total, he has 18 gold, two silver and two bronze medals.

Nicola Adams: British boxer

She became the first female boxer to win an Olympic gold medal.

Sarah Attar: Saudi Arabian runner

She became the first woman from Saudi Arabia to compete in an Olympic athletics event, when she ran in a heat of the 800m.

Sarah Storey: British cyclist

She broke the record for the women's road race in the Paralympic Games when she finished seven minutes ahead of the silver medallist.

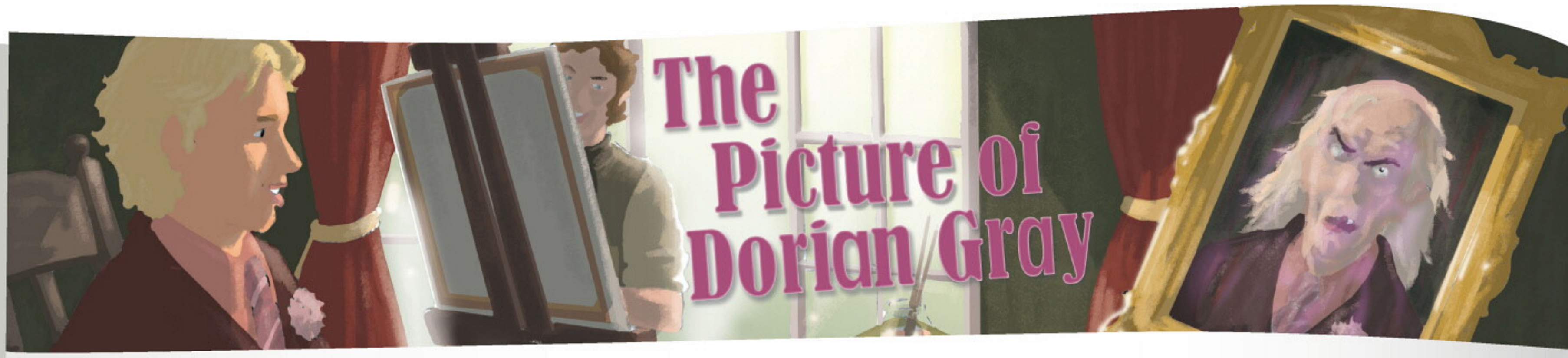
Extensive reading: fiction

1 **Look at the pictures. What do you think the story is about?**

2 **Listen and read.** 31

3 **Read again and answer the questions.**

1 Who painted the portrait of Dorian?
2 What did Dorian wish for?
3 Where did he keep the portrait?
4 How did the portrait look after Dorian died?


The Picture of Dorian Gray

Many years ago, there lived a young man called Dorian Gray. He was a handsome and pleasant young man, and he was always very kind to people. Dorian Gray loved art and beautiful things, and he wanted a picture of himself. So, one day, he visited a friend of his, called Basil Hallward. Basil was a talented artist and Dorian asked him to paint his portrait. Basil agreed and, every day, Dorian went to his art studio and sat while Basil painted him.

One day, when Dorian was at the studio, he met one of Basil's friends. The friend's name was Henry Wotton. While Basil painted, Henry talked to Dorian. He told him about beauty and youth. He said that these qualities were the most important things in the world. He said that they were more important than kindness, intelligence, gentleness and patience. Dorian listened very carefully and, soon, he started to believe that this was true.

At last, the portrait was finished. It was a wonderful painting and one of Basil's best works of art. Dorian stared at the picture for a long time. At first, he felt very happy. He saw a handsome young man with a kind and intelligent face. But, after a while, Dorian started to feel sad. He remembered Henry's words and he knew that, one day, he wouldn't be handsome and he wouldn't be young. One day, he would be old and grey.

"I wish," said Dorian suddenly, "I wish that I could always stay young and that the picture would get old."

Henry laughed when he heard this, but Basil was very angry.

"Don't talk like that," said Basil. "That's a terrible thing to say. Many things are more important than youth and beauty."

Dorian didn't believe Basil. He just felt sad because he was going to be old one day.

Dorian took his portrait home, but now his life was different. He didn't see Basil for a long time. He met Henry and his friends instead. They talked and went out to theatres and to

4 Discuss.

1 Did you enjoy the story? Why (not)?

2 Do you think Henry Wotton was a bad man? Why (not)?

3 How did Dorian Gray change?

restaurants. Slowly, Dorian started to change. He became hard and cruel. He didn't think about other people's feelings. He only thought about himself.

One day, he looked at his portrait and thought there was something different about it. What was it? He looked more closely. The face had changed. The mouth looked unkind. It was strange. Dorian picked up a mirror and looked at his own face. Then he looked back at the portrait. It was true. The portrait was different.

Suddenly, Dorian remembered that he had wished to stay young while the picture grew old. It seemed impossible, but his wish had come true. Dorian covered the picture. He didn't want to think about this terrible thing.

One day, Basil visited him at home. They talked for a while and then Basil said, "I want to borrow your portrait. I want to put it in an exhibition in an art gallery."

Dorian thought about the painting and how it had changed.

"I'm sorry, Basil," Dorian said quickly and quietly. "But I can't give it to you."

Basil looked at him strangely.

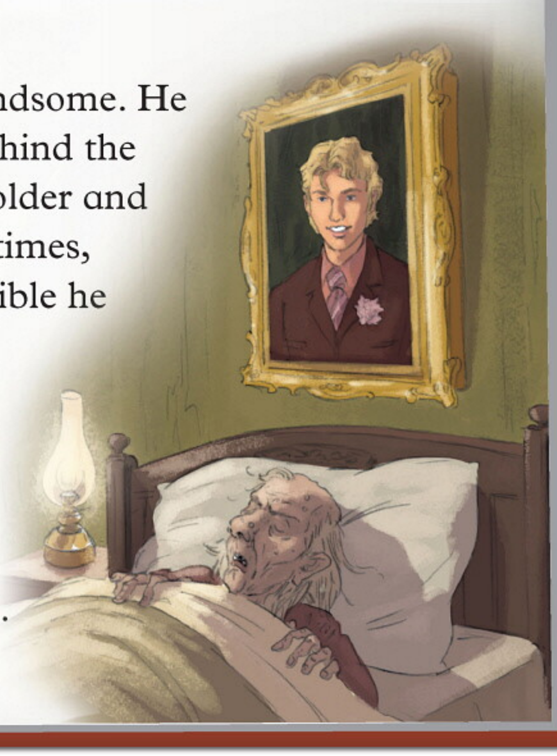
"You've changed, Dorian. You used to be a kind man. Now you are cold and selfish."

When Basil had gone, Dorian took the portrait and put it in a small room. He locked the door and put the key in his pocket.

"No one can ever see this portrait," he said to himself.

And so the years passed, and Dorian still looked young and handsome. He enjoyed his life, but he didn't care about anyone but himself. Behind the locked door of the little room, the picture of Dorian Gray grew older and uglier. The face showed the truth about Dorian's bad life. Sometimes, Dorian went and looked at the picture, and he thought how terrible he had become. He hated the picture and he hated his life.

At last, Dorian decided to be good again. He thought that, if he was good, the picture would change back again. But it was too late for Dorian Gray to change. He died and, when he died, he became old and ugly, and his portrait suddenly changed back to look as handsome and young as it was at the beginning.

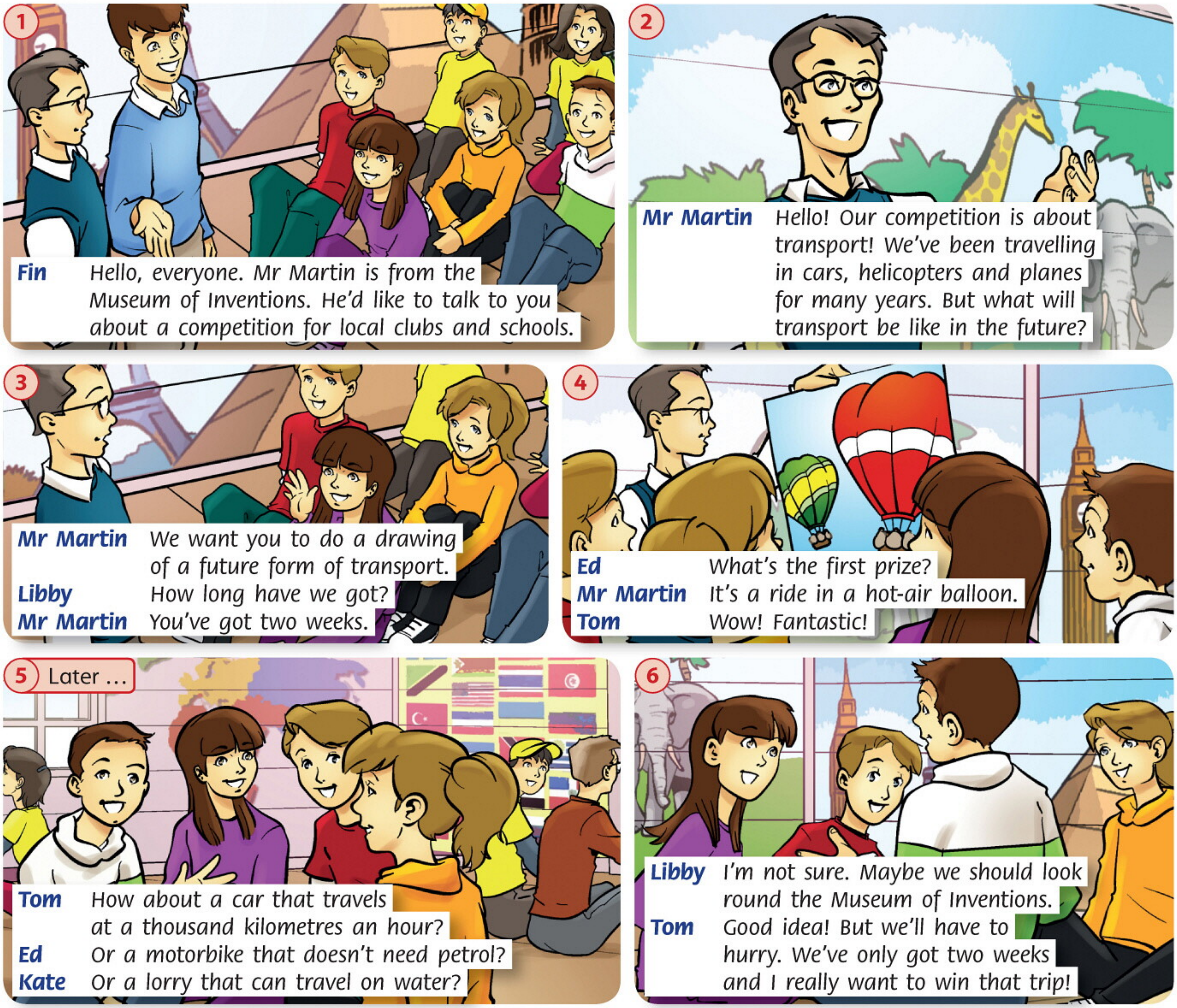


Based on a story by Oscar Wilde

4 Transport of the future!

Lesson One Story

1 Listen and read. What do the children have to do in the competition? 32



1

Fin Hello, everyone. Mr Martin is from the Museum of Inventions. He'd like to talk to you about a competition for local clubs and schools.

2

Mr Martin Hello! Our competition is about transport! We've been travelling in cars, helicopters and planes for many years. But what will transport be like in the future?

3

Mr Martin We want you to do a drawing of a future form of transport.
Libby How long have we got?
Mr Martin You've got two weeks.

4

Ed What's the first prize?
Mr Martin It's a ride in a hot-air balloon.
Tom Wow! Fantastic!

5 Later …

Tom How about a car that travels at a thousand kilometres an hour?
Ed Or a motorbike that doesn't need petrol?
Kate Or a lorry that can travel on water?

6

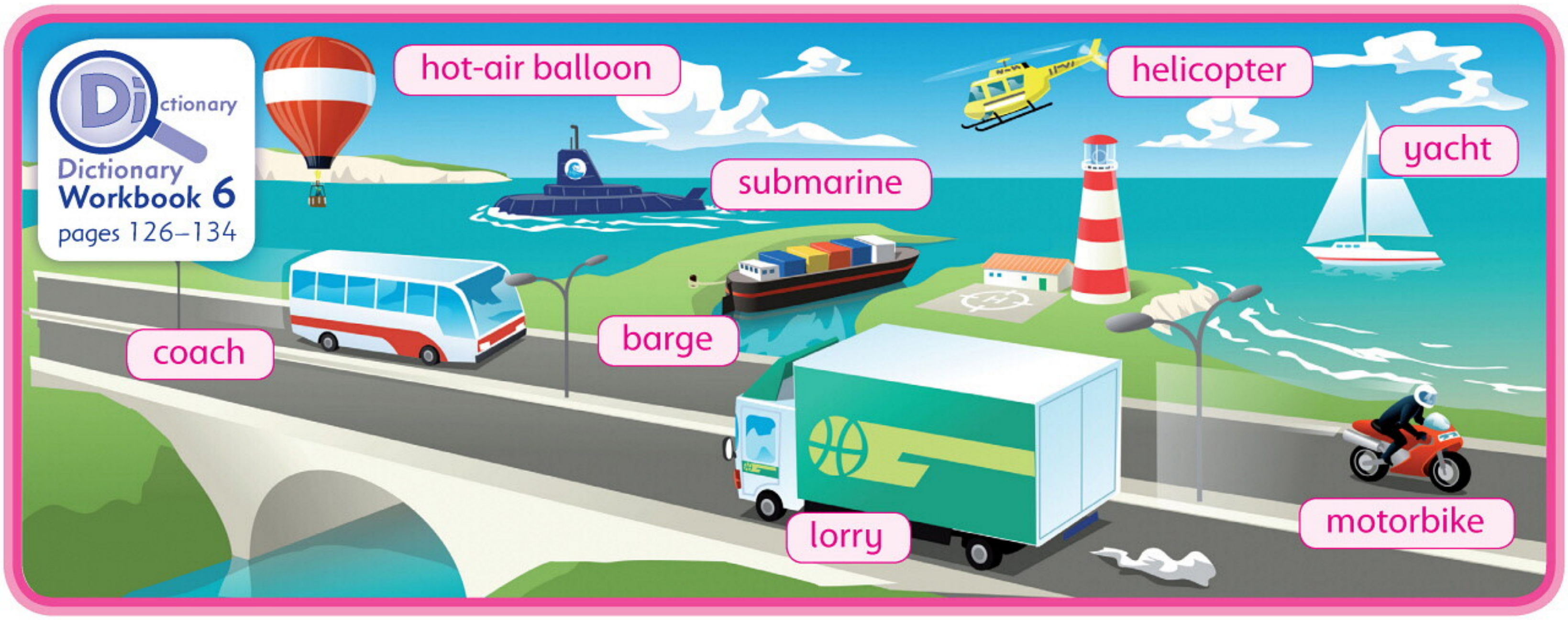
Libby I'm not sure. Maybe we should look round the Museum of Inventions.
Tom Good idea! But we'll have to hurry. We've only got two weeks and I really want to win that trip!

2 Listen to the story again and repeat. Act.

3 Read again and write the answers.

1 Is Mr Martin from a museum? Yes, he is.
2 Is he talking about a visit to the museum? ______
3 Do the children have to draw a form of transport? ______
4 Have they got two weeks to complete their work? ______
5 Is the first prize a ride in an aeroplane? ______
6 Do the children decide to go to the library? ______

1 Listen and repeat. 33



2 Write the words.

1 submarine *noun* a type of closed boat that travels under the water

2 __________ *noun* a boat with a sail, often used for racing

3 __________ *noun* a motor vehicle with two wheels, that one or two people can ride on

4 __________ *noun* a type of long, flat boat used in the past to carry things along canals and rivers

5 __________ *noun* a bus that travels long distances

6 __________ *noun* a big, strong motor vehicle used for carrying things by road

7 __________ *noun* a flying vehicle with no wings, but with two long, thin parts on top that go round very fast

8 __________ *noun* a very big, round, light object full of hot gas that carries people through the air

Working with words

Phrasal verbs

look after	*verb* to stay with someone and make sure they are safe
look up	*verb* to find a word in a book or on a computer to learn its meaning
look round	*verb* to walk around a place looking at things
look forward to	*verb* to feel excited about something that is going to happen in the future

Dictionary Workbook 6
pages 126–134

3 Listen and repeat. 34

4 Write the words.

1 I can't go out this evening because I'm looking after my little brother.

2 My parents looked __________ a lot of houses before they bought this one.

3 I'm really looking __________ my birthday party tomorrow!

4 Can you look __________ this word in your dictionary, please?

Lesson Three Grammar 1

1 **Listen and read. Why can't the planes fly?** 35

News just in! There is a group of lions lying on the runway at a small airport in South Africa. Planes can't leave because the lions are in the way! The lions have been lying there since 9 a.m., but no one wants to move them! Passengers have been waiting for five hours! The manager of the airport says that it is too dangerous to move the lions. He thinks they are enjoying the sun and will move when the sun goes down. Until then, everyone must wait!

2 **Read and learn.**

Present perfect continuous

Use the present perfect continuous with *for* and *since* to talk about something that started in the past and is still happening.

Passengers have been waiting for five hours.

The lions have been lying there since 9 a.m.

Present perfect continuous = *have* / *has* + *been* + *ing* form

Use these time expressions with the present perfect continuous, too:

all morning*, *all day*, *all week

We've been doing our homework all morning.

3 **Complete the sentences. Use the present perfect continuous.**

1 Mum ___has been cutting___ (cut) onions for the past ten minutes.

2 Jenny ______________________ (tidy) her room all morning. It looks much better now.

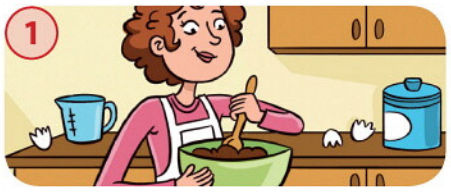
3 Jon ______________________ (do) his homework all evening.

4 They ______________________ (swim) since twelve o'clock.

5 Tim ______________________ (run) for an hour now. He's training for the race.

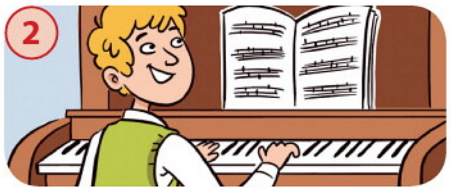
6 We ______________________ (watch) the film since eight o'clock. It's nearly finished.

4 **Write sentences. Use the present perfect continuous.**



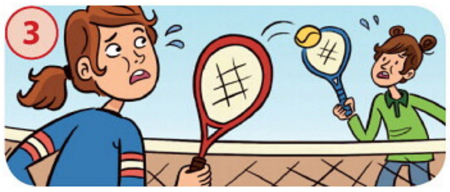
make a cake / all morning

She's been making a cake all morning.



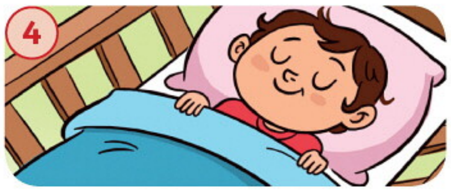
play the piano / all afternoon

____



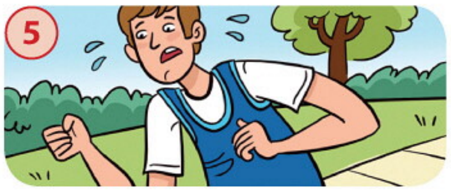
play tennis / since one o'clock

____



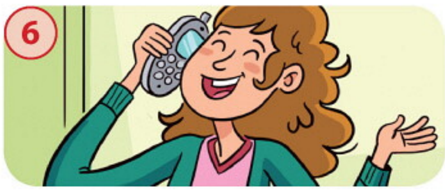
sleep / since 12 p.m.

____



run / for two hours

____



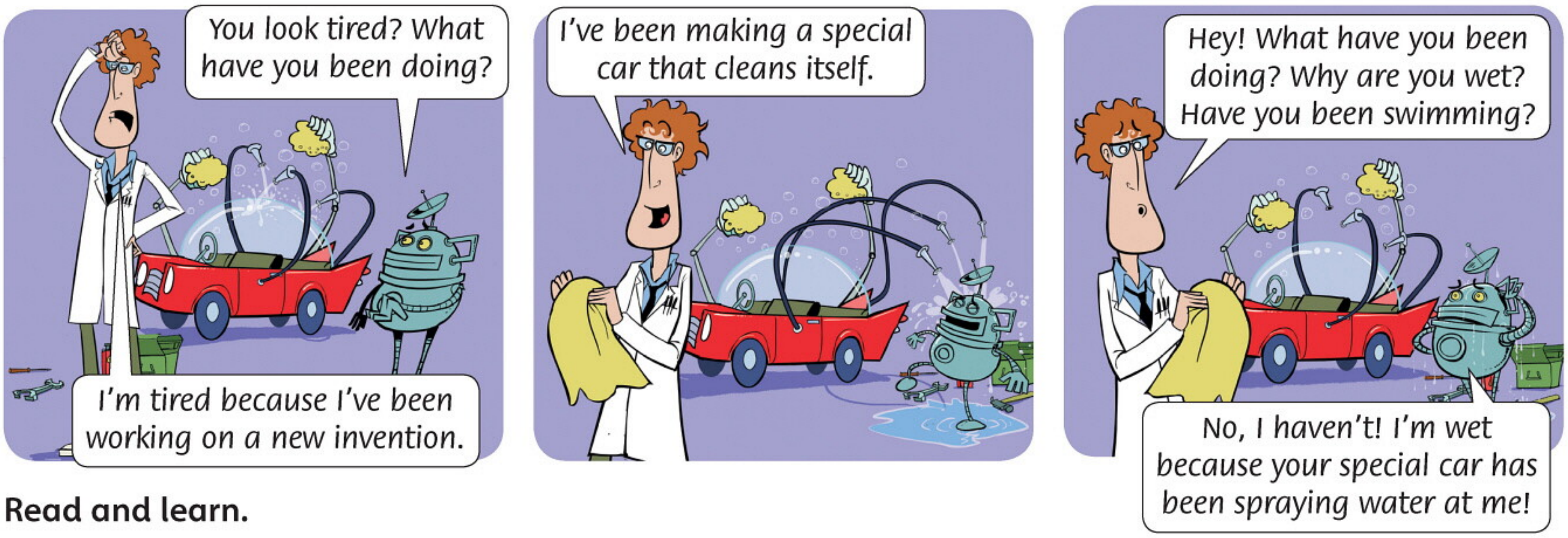
talk on the phone / for three hours

____

G Complete Grammar Time Exercise 1 on page 118 of Workbook 6.

PROFESSOR & CHIP

1 Listen and read. What has Professor invented? 36


You look tired? What have you been doing?
I'm tired because I've been working on a new invention.
I've been making a special car that cleans itself.
Hey! What have you been doing? Why are you wet? Have you been swimming?
No, I haven't! I'm wet because your special car has been spraying water at me!

2 Read and learn.

Present perfect continuous

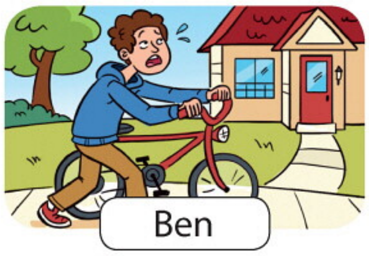
We use the present perfect continuous to talk about something that started in the past and has recently stopped. There may be evidence for the activity.

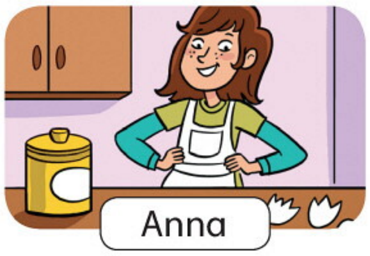
I'm tired because I've been working on a new invention.	What have you been doing?
I'm wet because your special car has been spraying water at me!	Have you been swimming?
	Yes, I have.
	No, I haven't.

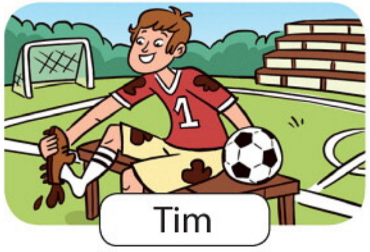
3 Complete the sentences. Use the present perfect continuous.

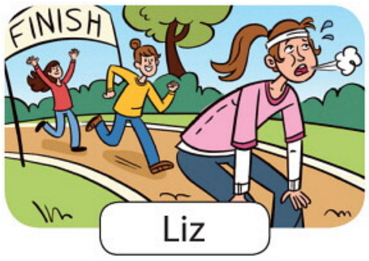
1 Max is tired because he has been playing (play) football.
2 The boys are cold because they ________ (swim) in the sea.
3 The children aren't hungry because they ________ (eat) chocolate.
4 I'm wet because I ________ (clean) my dad's car.
5 We're dirty because we ________ (work) hard in the garden.
6 Ella's happy because she ________ (make) cakes.

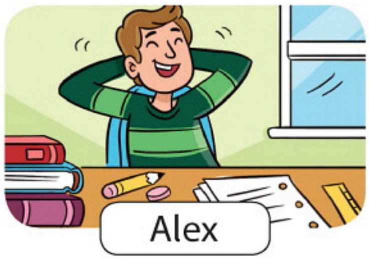
4 **Speaking** Ask and answer.

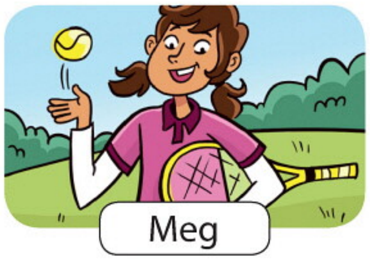












play / tennis
ride / his bike
do / homework
run / a race
make / a cake
play / football

He's been riding his bike.

It's Ben.

Complete Grammar Time Exercise 2 on page 118 of Workbook 6.

Skills Time!

Lesson Five

Reading

1 Look at the pictures and the text. What are the three types of transport?

2 Listen and read. 37

Transport Around the World

The environment is different all around the world. Some people live in places where there is lots of snow, some people live in deserts and some people live near the water. People in all these different places around the world have developed all kinds of transport to help them travel around the environment they live in.

In desert areas, camels have traditionally been used as a form of transport. They are ideal for travelling across the desert because they can survive for a week or more without water. Also, their ears and noses can shut tightly to stop sand going into them, and their feet don't sink into the sand, either. They are known as 'the ship of the desert' because of their ability to carry heavy loads for long distances. There isn't any other animal that could survive so long in the desert, carrying heavy things.

The city of Venice was built on a group of 118 islands. There are 150 canals and about 400 bridges which connect the islands. The only way to get around is on foot or on the water. There are no cars or trucks. The gondola is a traditional Venetian rowing boat and, for centuries, gondolas were the main form of transport. Today, they are still popular with tourists, but most local people travel by motorized waterbuses or private boats. These are faster than gondolas and carry more people.

Large areas in Asia have thick forests that are difficult to explore on foot. For thousands of years, humans have used elephants to help them go into these places for farming and clearing land. Elephants walk on their toes which means they can keep their balance, even on wet mud. They are strong, so they can clear a path through plants and bushes. Today, people still use elephants to transport logs in areas where it's difficult for machines to go.

3 Read again and correct the words in bold.

1 People used **horses** to travel across the desert. People used camels to travel across the desert.

2 Camels can survive for a **year** without water.

3 You can explore Venice **by car** and on the water.

4 Local people in Venice travel by motorized waterbuses or by private **gondolas**.

5 Elephants help people in Asia farm and clear land in the **mountains**.

6 People also use elephants to transport **machines**.

Words in context

1 Find the words in the text to match the pictures and definitions.

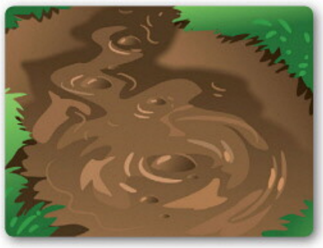
Dictionary Workbook 6
pages 126–134

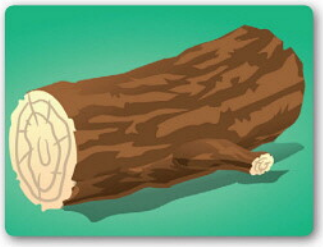
verb to join two places so that you can go from one to the other
1 connect

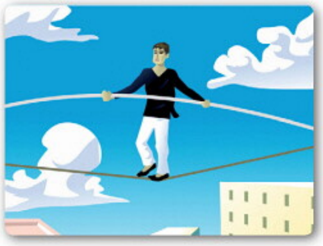
adj not for everyone to use
2 ______

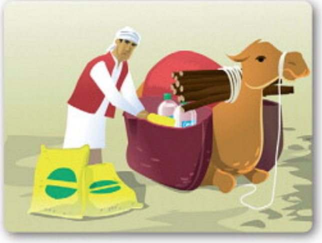
adj the best possible thing
3 ______

adj they live in the place you are talking about
4 ______


5 ______


6 ______


7 ______


8 ______

Listening

2 Listen. What does Mr Jones do? 38

3 Listen again and write *True* or *False*.

1 Mr Jones has been flying helicopters since he was 18. False
2 He sometimes takes people to hospital. ______
3 He dislikes working with famous people. ______
4 He took an African prince to his house. ______
5 He hates being so high in the sky. ______
6 Some of his work starts very early. ______

Speaking

4 Ask and answer. Use the prompts or your own answers.

Which form of transport would you like to travel on?
I'd like to travel on / in ______.
a camel / a gondola / an elephant / a helicopter / a hot-air balloon / a camel

Why?
Because it would be ______.
fun / amazing / exciting / fast / interesting

How do you normally travel to school?
I normally travel ______.
on foot / by car / by bus / by train / by bike

What other forms of transport have you travelled on?
I've travelled on a ______.
boat / ship / plane / train / bike / horse / motorbike

Skills Time!

Lesson Seven

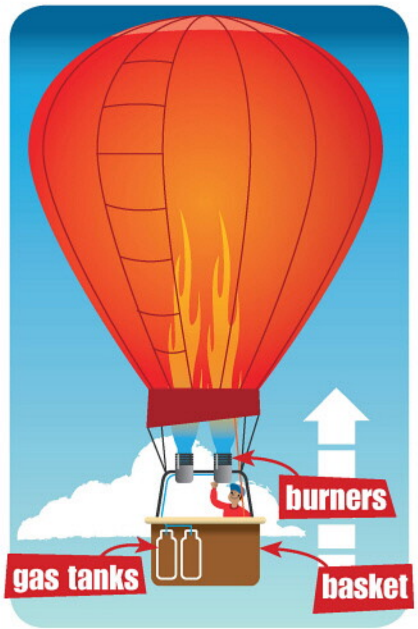
Writing

1 Look at the diagram and text. What type of transport is it?

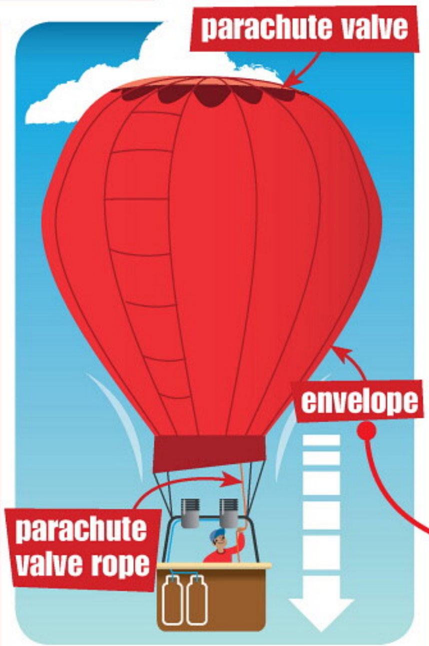
2 Read.

Hot-air Balloons

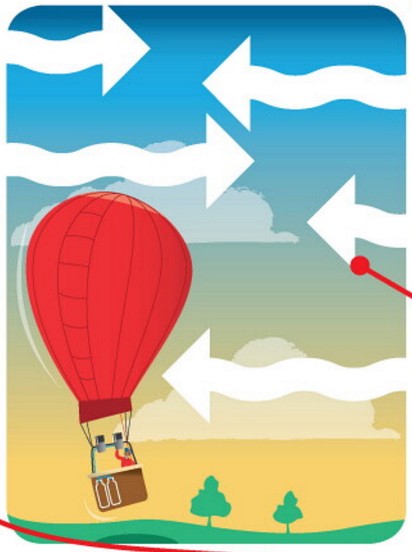
People have been flying hot-air balloons for over 200 years. But how do they work?



Step 1: To move the balloon up, the pilot releases gas. The burner heats it. Hot air rises and so the hot air lifts the basket off the ground. The more gas that is released, the higher the balloon goes.



Step 2: To move the balloon down, the pilot pulls the parachute valve rope. It pulls down the parachute valve and hot air goes out of the envelope. When there is less hot air in the envelope, the balloon goes down.



Step 3: A pilot can't steer the balloon. The balloon goes in the same direction as the wind. However, the wind blows in different directions at different heights. So, if the pilot wants to move one way, he can go up or down until he finds a wind blowing in that direction.

A process diagram

We can use process diagrams to show how something complicated works.

Write an introduction to explain what the subject is.

Draw a diagram to show something that is explained in the text. Use different diagrams to explain different things.

Write labels on the diagram to show what things are called.

Use connectors *so* and *however* to explain in more detail.

3 **Read again and answer the questions.**

1 How does the pilot move the balloon up?

2 How does the pilot move the balloon down?

4 **Complete the sentences with *So* or *However*.**

1 The milk from camels is full of lots of different vitamins that are good for our bodies. ______So______, this milk is a very healthy drink.

2 Barges were built to move things around the country by river. ______________, now lorries are used more often.

3 Submarines can travel under the water or on top of the water. ______________, they travel faster when they are underwater.

4 Wind speed is very important when flying hot-air balloons. ______________, the pilot must always check wind speeds and general weather before flying.

5 **Complete the writing task on page 38 of Workbook 6.** page 38

1 Complete the quiz.

1. (noun) *a type of boat that travels under the water* **What is the word?**
2. **What is first prize in the museum's competition in the story?**
3. (verb) *to walk around a place looking at things* **What is the verb?**
4. **Correct the sentence.** We've been learn about transport this morning.
5. **Correct the sentence.** I've been waiting here since twenty minutes.
6. **Correct the sentence.** He's all morning been playing tennis.
7. **What's the name of the traditional boats in Venice?**
8. (adj) *not for everyone to use* **What is the word?**
9. **What can you use a process diagram for?**
10. **In a hot-air balloon, can the pilot steer the balloon?**

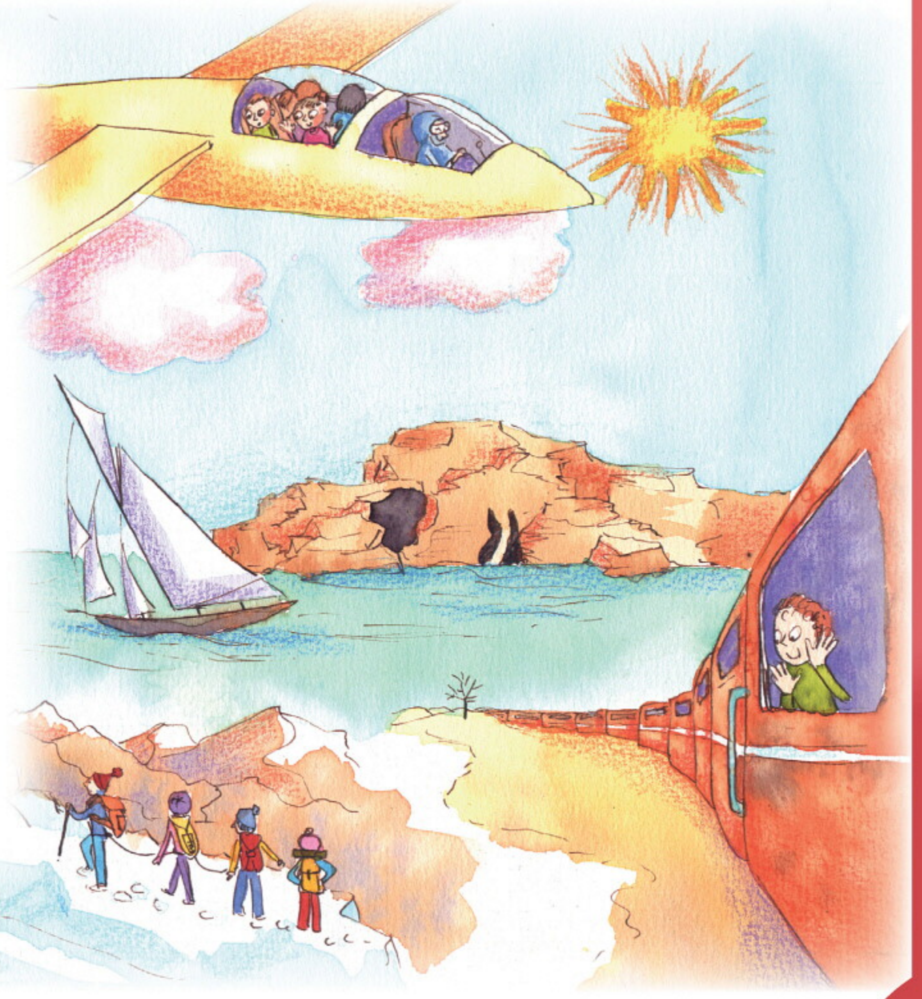
2 Listen and order the lines. Sing. 39

We've been travelling

1 *We've been travelling*
___ *We've flown in a plane and had lots of fun.*
___ *Across the sky,*
___ *We've seen the clouds and felt the sun.*

1 *We've been travelling*
___ *We've sailed in a boat and looked for old caves.*
___ *We've felt the wind and seen the waves.*
___ *Across the sea,*

1 *We've been travelling*
___ *We've ridden in trains, some fast and some slow.*
___ *Across the hills,*
___ *We've seen the fields and touched the snow.*

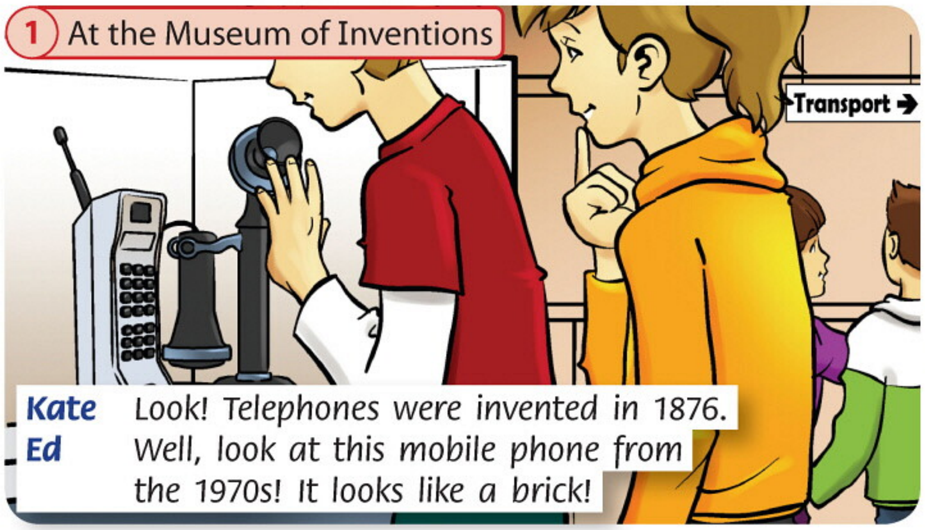


5 The greatest inventions!

Lesson One Story

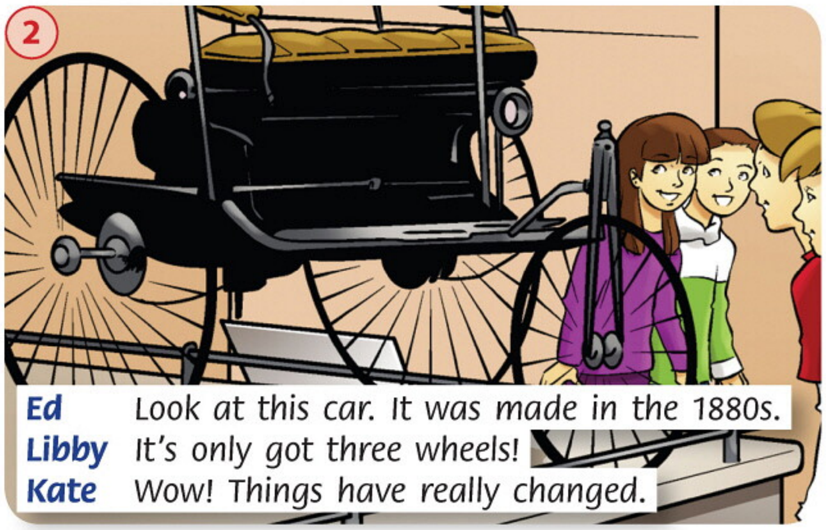
1 Listen and read. What kinds of transport do the children see? 40

1 At the Museum of Inventions



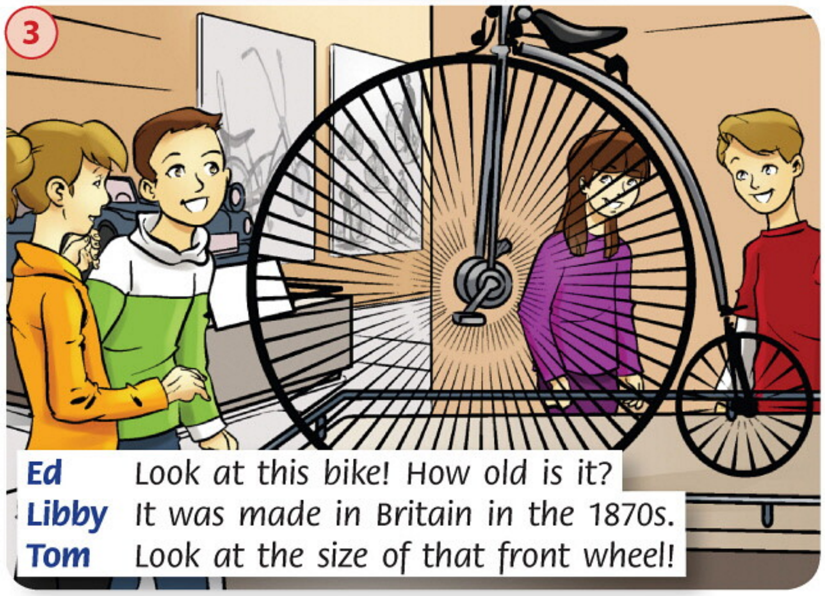
Kate Look! Telephones were invented in 1876.
Ed Well, look at this mobile phone from the 1970s! It looks like a brick!

2



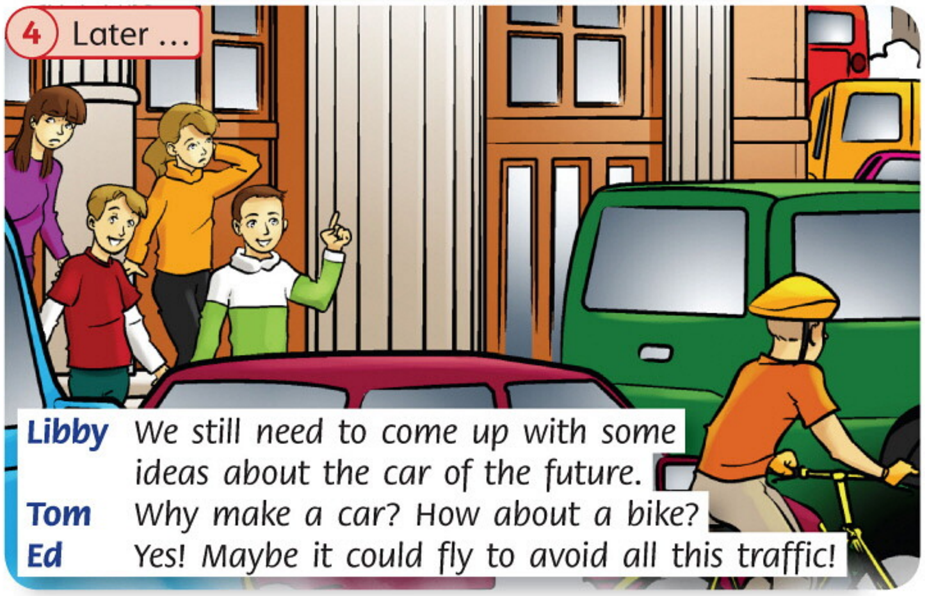
Ed Look at this car. It was made in the 1880s.
Libby It's only got three wheels!
Kate Wow! Things have really changed.

3



Ed Look at this bike! How old is it?
Libby It was made in Britain in the 1870s.
Tom Look at the size of that front wheel!

4 Later …



Libby We still need to come up with some ideas about the car of the future.
Tom Why make a car? How about a bike?
Ed Yes! Maybe it could fly to avoid all this traffic!

5

Kate It could be attached to a hot-air balloon, and when you push on some kind of device, the balloon fills up.
Libby Wow! That would be an achievement!

6

Tom Come on! We've still got to do our design! Think of that hot-air balloon ride!

2 Listen to the story again and repeat. Act.

3 Read again and write the words.

a brick a bike a hot-air balloon ~~telephones~~ front 1880s

1 Telephones were invented in 1876.
2 The first mobile phones were as big as ______.
3 Bikes in the 1870s had big ______ wheels.
4 The car with three wheels was made in the ______.
5 Tom suggests designing ______.
6 Their bike will be attached to ______.

1 Listen and repeat. 41

build *verb* to make something by putting pieces together
design *verb* to draw your idea for how something will be made
device *noun* a simple tool or piece of equipment that is made to do a job
discover *verb* to be the first person to find a place or thing
experiment *noun* a scientific test to see how something works or if something is true
inspiration *noun* a good idea that you think of quickly
invent *verb* to be the first person to make a new type of thing
machine *noun* something with moving parts, that is made to work for people

2 Write the words.

1 Let's ____invent____ a new ice cream flavour!
2 I'd love to ____________ a new island in the sea.
3 Today, there are ____________ that make cars in factories.
4 They're going to ____________ a new school in our town.
5 We're doing an ____________ in our science lesson today.
6 For my school project, I looked for ____________ in the museum.
7 This ____________ is so useful! It makes the job much easier!
8 Scientists want to ____________ a car that is good for the environment.

Working with words

We add the suffix ***-ment*** to some verbs to make nouns.

verb	excite	equip	achieve	arrange	move	agree
noun	excitement	equipment	achievement	arrangement	movement	agreement

Dictionary
Workbook 6
pages 126–134

3 Listen and repeat. 42

4 Read and circle.

1 Can you [✓ *move*] / *movement* your books, please? I need to use my desk.
2 There was a lot of *excite* / *excitement* when the children went on their trip.
3 There is an *agree* / *agreement* to work together on the problem.
4 Let's *arrange* / *arrangement* to meet on Friday at six o'clock.
5 I've got a helmet. What other *equip* / *equipment* do I need for rock climbing?
6 My sister won a science competition. It was a great *achieve* / *achievement*.

Lesson Three Grammar 1

1 **Listen and read. Where does chewing gum come from?** 43

In ancient times, people from different cultures chewed gum from trees, but the gum had little flavour. In the 1880s, the Fleer brothers tried to make it taste better. Experiments were done on gum from a tree called the chicle tree. The gum was covered with sugar and named Chiclets. Although the brothers' friends and family liked it, the gum wasn't advertised, so other people didn't know about it.

Chewing gum wasn't sold until the mid-1880s. Factories were opened. Then chewing gum became popular. Today, many kinds of chewing gum flavours are made and chewing gum is bought by people all around the world. However, today, chewing gum isn't always made from trees. Some companies use artificial substances instead.

2 **Read and learn.**

The passive (present simple and past simple)

Use the passive when you don't know the subject of a sentence (who does an action).
Many kinds of chewing gum are made.
Or when the object of a sentence is more important than the subject.
Factories were opened by companies.

Negative sentences:
The gum wasn't advertised.
Chewing gum isn't made from trees.

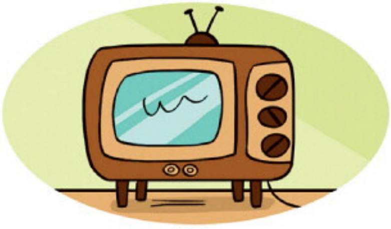
Present simple passive = *is* / *are (not)* + past participle
Past simple passive = *was* / *were (not)* + past participle

3 **Complete the sentences. Use the present passive.** V Irregular verb list Workbook 6 page 135

1 Tea isn't grown (not grow) in England.
2 Magazines ______ (not sell) here.
3 Jeans ______ (wear) by a lot of people.
4 Thousands of emails ______ (send) every day.
5 A lot of pizza ______ (eat) in Italy.
6 These T-shirts ______ (not make) in China.

4 **Write sentences. Use the past passive.**

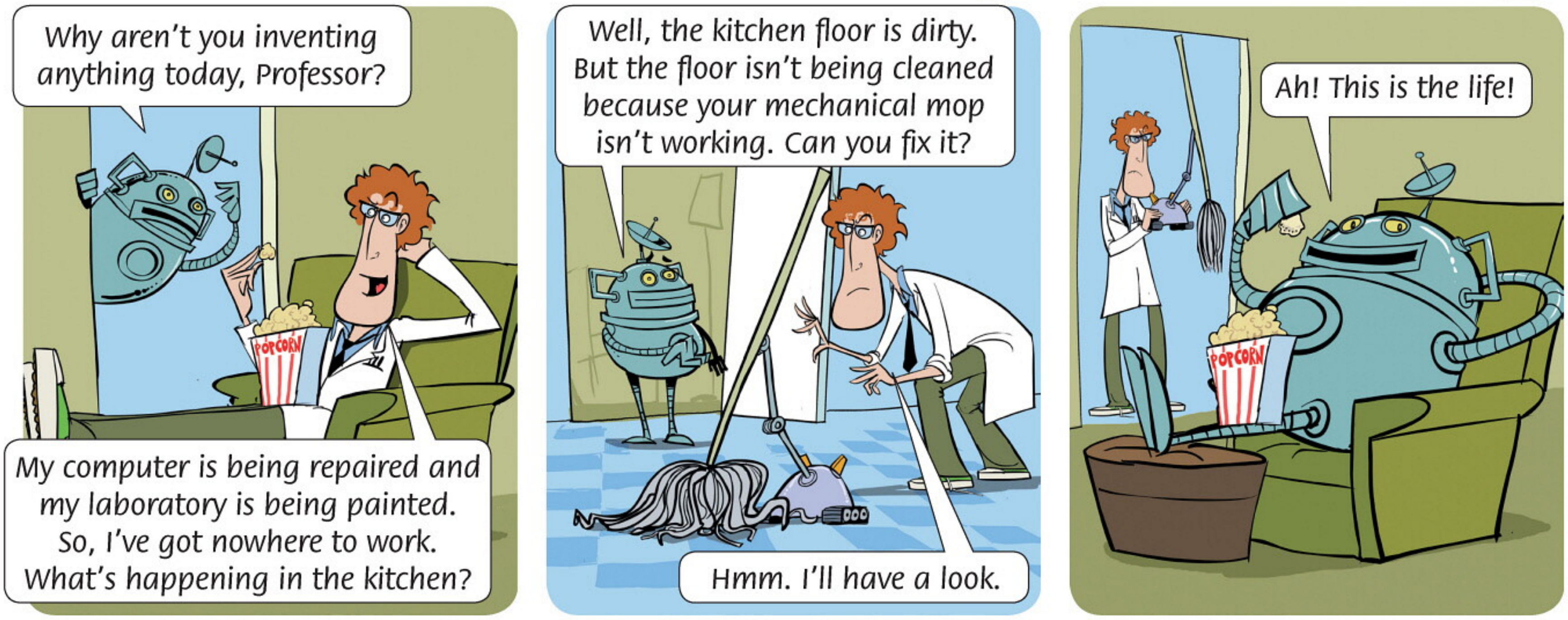
1 the first chocolate bar / not eat / in Europe
The first chocolate bar wasn't eaten in Europe.
2 televisions / invent / in the 20th century
3 our school / not build / this century
4 the first video games / make / in the 1970s
5 ice lollies / create / in the US
6 the present / not deliver / on his birthday



G Complete Grammar Time Exercise 1 on page 119 of Workbook 6.

1 Listen and read. Why can't Chip work? 44

PROFESSOR & CHIP


Why aren't you inventing anything today, Professor?
My computer is being repaired and my laboratory is being painted. So, I've got nowhere to work. What's happening in the kitchen?
Well, the kitchen floor is dirty. But the floor isn't being cleaned because your mechanical mop isn't working. Can you fix it?
Hmm. I'll have a look.
Ah! This is the life!
POPCORN
POPCORN

2 Read and learn.

The passive (present continuous)

Use the passive with the present continuous.
My computer is being repaired.
The floor isn't being cleaned.

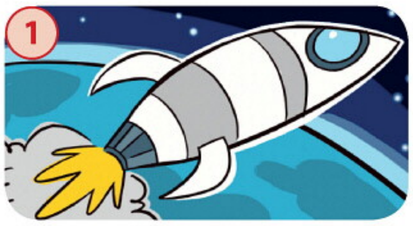
Present continuous passive =
***is / are (not)* + *being* + past participle**

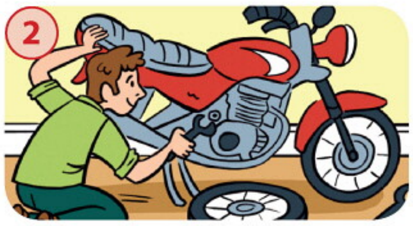
3 Read and circle.

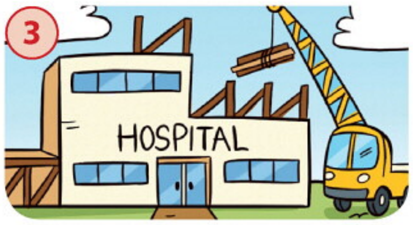
1 My jeans *are washing* / [✓ *are being washed*] at the moment.
2 The boys *are cleaning* / *being cleaned* the car.
3 The boat *isn't being sailed* / *is sailing* right now.
4 A new train station *is building* / *is being built* in our town.
5 Tom *is using* / *being used* the computer at the moment.
6 The class *is teaching* / *is being taught* the passive tense.

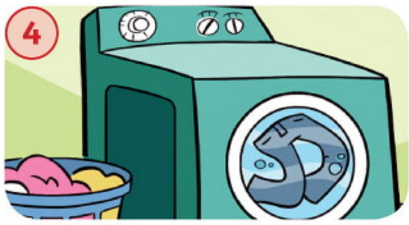
4 Speaking Talk about the pictures.

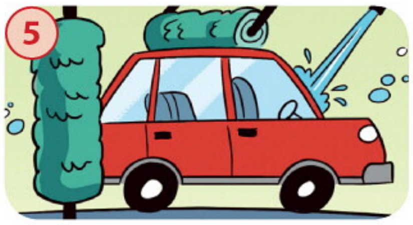
V Irregular verb list Workbook 6 page 135

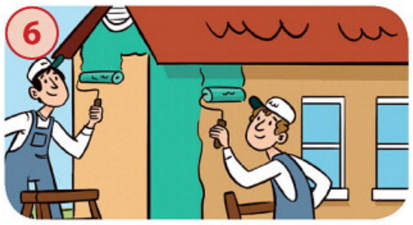
1


2


3


4


5


6


a hospital / build
a motorbike / fix
a rocket / launch
some jeans / wash
a house / paint
a car / wash

A hospital is being built.

It's Picture 3.

G Complete Grammar Time Exercise 2 on page 119 of Workbook 6.

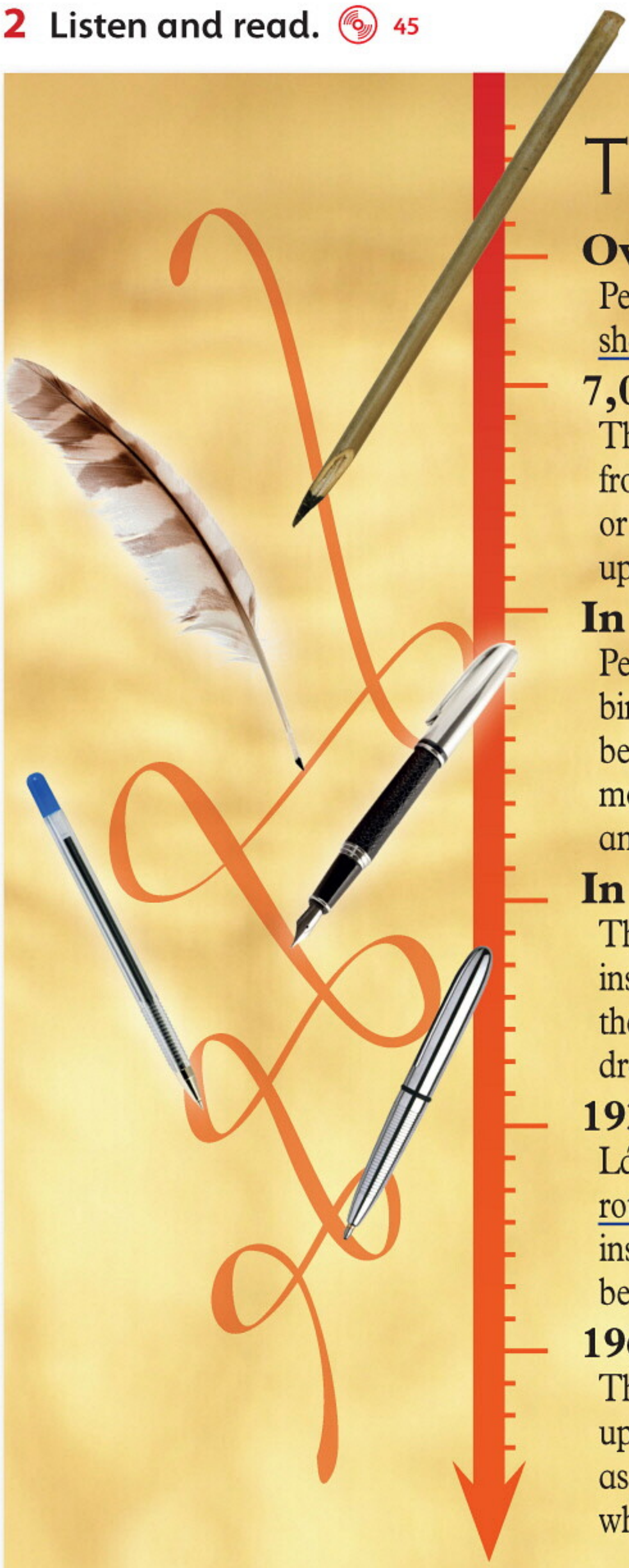
Skills Time!

Lesson Five

Reading

1 Look at the text. Find the names of four types of pens.

2 Listen and read. 45



THE HISTORY OF THE PEN

Over 10,000 years ago

People used stones to draw pictures on the walls of caves. They also used sharp objects or bones to make marks on clay.

7,000 years ago

The Egyptians invented paper and also pens to write on it. Pens were made from reeds. Reeds are hollow plants. One end of the reed was cut into a point, or a nib. Then the pen was filled with ink by dipping it into an ink pot to fill up the inside. People squeezed the pen when they wanted the ink to come out.

In the 7th century

People started using quill pens. Quill pens were made from the feathers of birds. The part which the feathers are attached to is hollow. They worked better than reed pens because they were softer and you could squeeze them more easily to make the ink come out. They could also be washed and dried and used lots of times.

In the 10th century

The first fountain pen was made in Egypt. The pen held ink in a reservoir inside the pen and the ink travelled down to the nib. It wasn't necessary to dip the nib into an ink pot, so they were cleaner to use. However, sometimes big drops of ink came out of the pen and ruined the paper.

1938

László Bíró invented the ballpoint pen. It had a tiny ball in its tip which rotated as it moved along the paper and picked up ink from a cartridge inside. It worked well because big drops of ink couldn't come out, so it was better because the paper could not be ruined.

1965

The Space Pen was invented. The Space Pen can write underwater, upside down, in extreme temperatures and at zero gravity! For this reason, astronauts use them in space. This pen can do everything! But who knows what pens will be invented in the future!

3 Read again and write *True* or *False*.

1 People used stones to draw pictures in caves. True
2 Reed pens were made from bones. ______
3 Quill pens were made from plants. ______
4 Fountain pens were invented in Egypt. ______
5 The first ballpoint pen had no ink. ______
6 Space Pens only work in space. ______

Words in context

1 Find the words in the text to match the definitions.

Dictionary
Workbook 6
pages 126–134

1 cartridge *noun* a container that holds things like ink for printing or films for a camera

2 ________ *noun* heavy earth that is soft when wet and becomes hard when baked

3 ________ *verb* to go round and round

4 ________ *adj* with a hole or empty space inside

5 ________ *noun* the point at the end of a pen that you write with

6 ________ *adj* with an edge or point that cuts or makes holes easily

7 ________ *noun* coloured liquid that is used for writing and drawing

8 ________ *noun* a place where liquids are stored

Listening

2 Listen to the children. Which four inventions do they talk about? 46

3 Listen again and match.

Speaker 1 d
Speaker 2 ☐
Speaker 3 ☐
Speaker 4 ☐

a It has changed the way people work.
b It has helped us learn about history.
c It lets you see different and interesting places.
d It lets you contact your friends and family easily.

Speaking

4 Ask and answer. Use the prompts or your own answers.

Which do you think is the most important invention?	________	TVs. / Pens. / The telephone. / The aeroplane. / The computer. / Fridges.
Why do you think it is so important?	*Because it* ________.	teaches us about history / helps communication / lets people travel / improves work / is fun / keeps food fresh
What do you think are other important inventions?	________	Cars. / MP3 players. / CDs. / DVDs. / Bikes. / Space rockets.
What do you think will be the important inventions of the future?	*I think there will be* ________.	more trips to the moon / flying cars / robots in everyone's home

Skills Time!

Lesson Seven

Writing

1 Look at the text. Who invented 'night writing'?

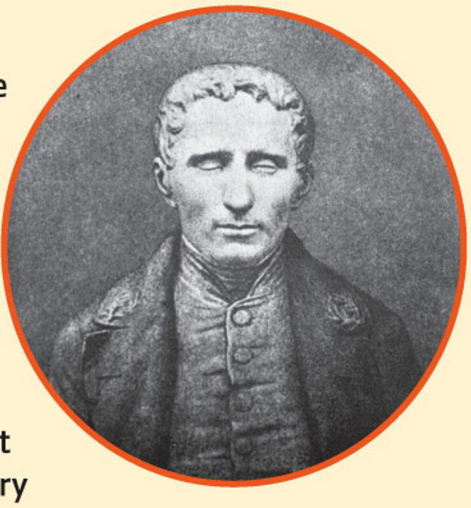
2 Read.

A biography

We write a biography to talk about the main events of someone's life.

- Write the dates when the person was born and died.
- Write the most important things that happened in the person's life.
- Use *to begin with* to introduce a subject.
- Use *soon after* or *later* to say what happens next.
- Use *during* to show what happened over a period of time.
- Finish by writing the person's most important achievement.

Louis Braille (1809–1852)



Louis Braille was born in France in 1809. In 1812, he had an accident and went blind. When he was ten, he went to a school for blind children.

To begin with, Louis was very unhappy. The school had books with raised letters made with metal, which blind people could feel with their fingers. But it was very difficult to read and there were only 14 books in the school.

Soon after, a man called Charles Barbier visited the school. He showed the boys his invention, called 'night writing'. It was a code of 12 raised dots. It was also very difficult to read, but it gave Louis an idea!

During the next three years, Louis invented a new code, which only used six raised dots. Today we call it 'Braille'. It was very simple and easy to use. Later, Louis became a teacher for blind people. He also translated many books into Braille.

Now, Braille is used in almost every language all over the world!

3 Read again and answer the questions.

1 How many special books for blind people did the school have?
2 What did Louis do when he finished school?

4 Read and circle.

1 Trainers were invented *to begin with* / [✓ *during*] the 1960s.
2 Mobile phones were first sold in the 1970s. *To begin with,* / *Soon after,* they were as big as bricks.
3 Black and white TVs were becoming popular. *Soon after,* / *During* colour TVs were invented.
4 The first plane flight was in 1903. *Soon after,* / *During* aeroplanes became popular.

5 **Complete the writing task on page 46 of Workbook 6.**

1 Complete the quiz.

① (verb) *to be the first person to make a new type of thing* **What is the word?**

② **What two forms of transport do the children see in the museum in the story?**

③ **Make the verb into a noun.** arrange

④ **Correct the sentence.** The pyramids built by the Ancient Egyptians.

⑤ **Correct the sentence.** Tea grown in India.

⑥ **Correct the sentence.** My homework is marking right now.

⑦ **What did Louis Braille invent?**

⑧ (noun) *coloured liquid that is used for writing and drawing* **What is the word?**

⑨ **Complete with the correct words.** I started learning Spanish. ________ it was easy.

⑩ **Complete with the correct word.** My parents lived in Egypt ________ the 1990s.

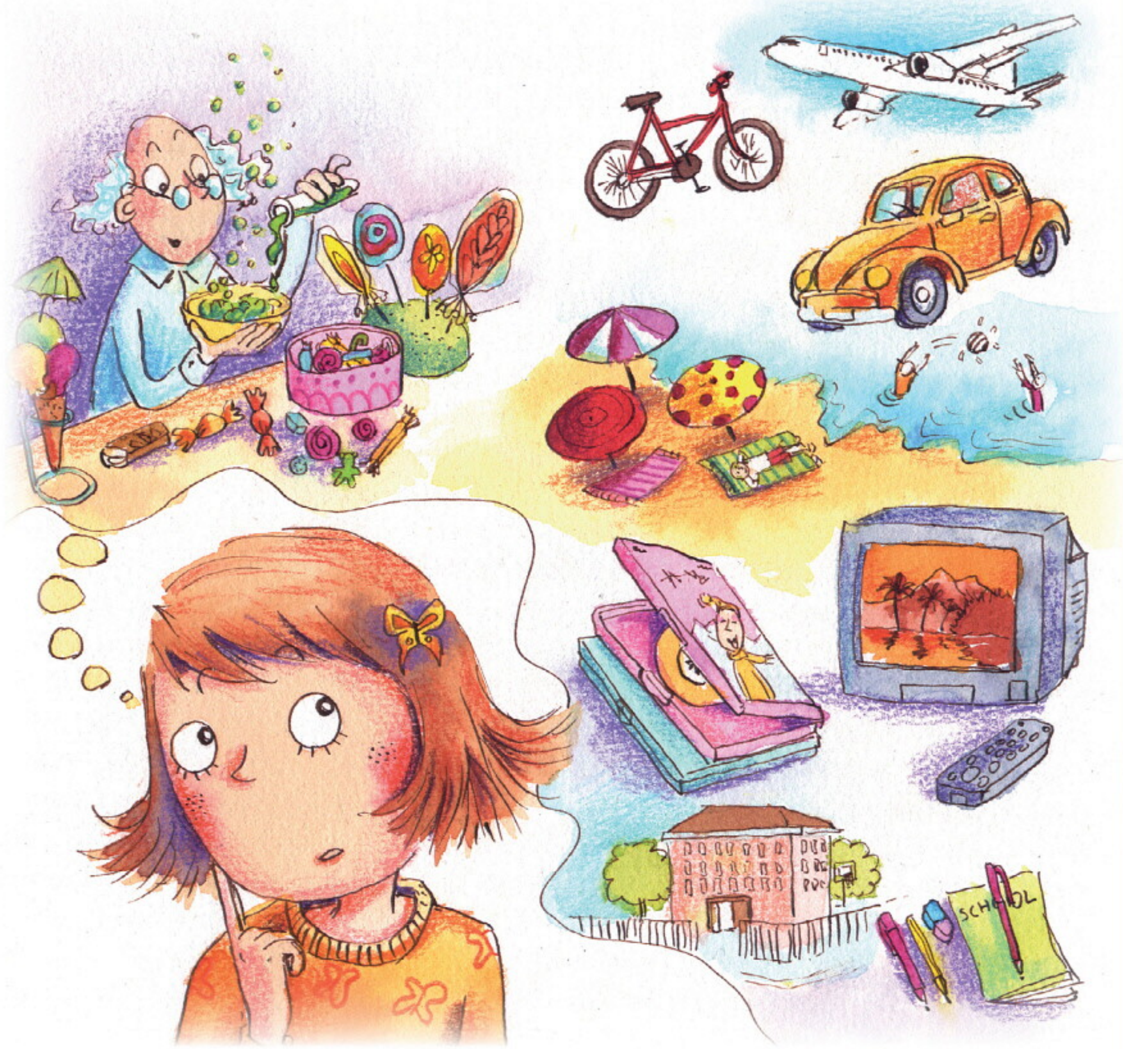
2 Listen and order the lines. Sing. 47

Great inventions

1 Who invented ice cream,
___ Who designed the bicycle
___ And planes and trains and cars?
___ Sweets and chocolate bars?

1 Who discovered holidays
___ Who invented DVDs
___ And visits to the sea?
___ And programmes on TV?

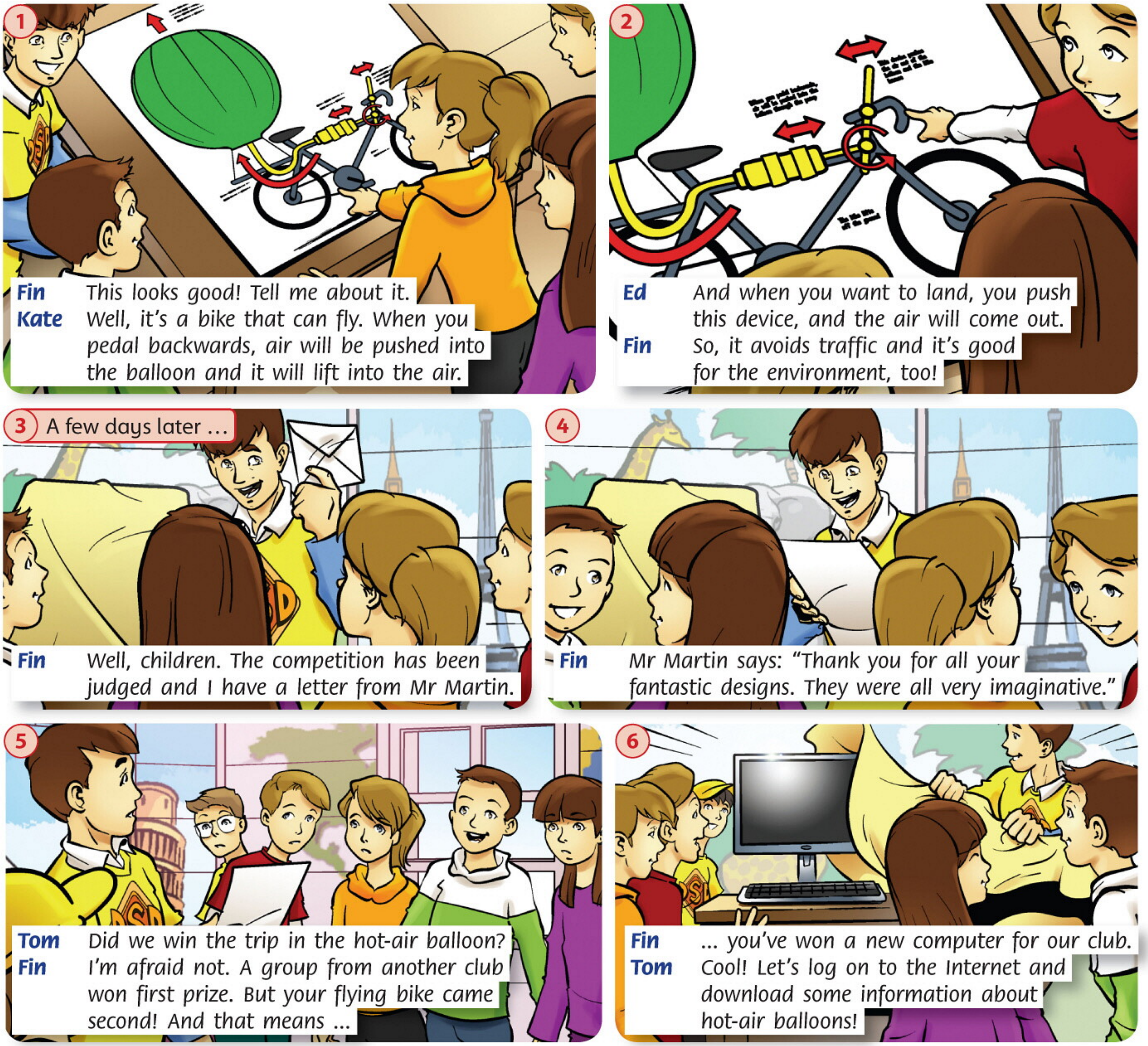
1 Who built all the hospitals,
___ The shops and all the schools?
___ Because I'd like to say thank you!
___ Who did all these things?



6 You've won a computer!

Lesson One Story

1 Listen and read. Do the children win first prize in the competition? 48



1

Fin This looks good! Tell me about it.

Kate Well, it's a bike that can fly. When you pedal backwards, air will be pushed into the balloon and it will lift into the air.

2

Ed And when you want to land, you push this device, and the air will come out.

Fin So, it avoids traffic and it's good for the environment, too!

3 A few days later …

Fin Well, children. The competition has been judged and I have a letter from Mr Martin.

4

Fin Mr Martin says: "Thank you for all your fantastic designs. They were all very imaginative."

5

Tom Did we win the trip in the hot-air balloon?

Fin I'm afraid not. A group from another club won first prize. But your flying bike came second! And that means …

6

Fin … you've won a new computer for our club.

Tom Cool! Let's log on to the Internet and download some information about hot-air balloons!

2 Listen to the story again and repeat. Act.

3 Read again and write *True* or *False*.

1 The bike can fly. True

2 The bike is good for the environment. ________

3 Mr Martin has written to the club. ________

4 The DSD Club have won first prize. ________

5 The second prize is a trip in a helicopter. ________

6 Tom wants to use the computer to write to his friends. ________

Lesson Two Words

1 Listen and repeat. 49

attach *verb* to send a photo or file with an email
connect *verb* to join your computer to the Internet so that you can use it
disconnect *verb* to stop your computer being joined to the Internet
download *verb* to copy a file from the Internet onto your own computer
log off *verb* to stop using a computer, email, etc.
log on *verb* to give a password to start using a computer, email, etc.
surf *verb* to look at lots of different websites on the Internet
upload *verb* to copy a file from your own computer on to the Internet

2 Write the words.

1 I always disconnect the computer when I've finished using the Internet.
2 I always ________ when I've finished reading my email.
3 I can't ________ to the Internet. Is it working?
4 I'll send you an email and ________ the file you need.
5 I'm going to ________ some photos onto my web page so my friends can see them.
6 I often ________ the Internet. I like finding interesting music websites.
7 When I travel, I can ________ to my email in Internet cafés.
8 I want to ________ some music from the Internet.

Working with words

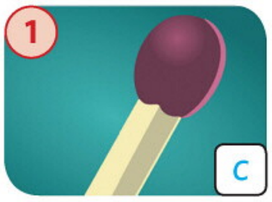
Homonyms are words that have the same spelling but different meanings:

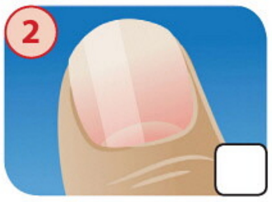
nail ***noun***	**right** ***adj***	**left** ***pp***	**match** ***noun***	**saw** ***ps***	**sweet** ***noun***
nail ***noun***	**right** ***adv***	**left** ***adv***	**match** ***noun***	**saw** ***noun***	**sweet** ***adj***

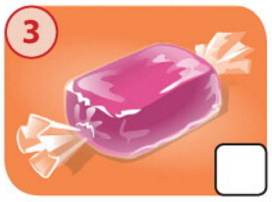
Dictionary
Dictionary Workbook 6
pages 126–134

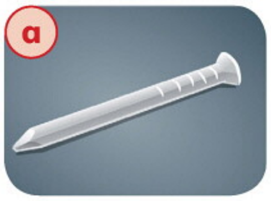
3 Listen and repeat. 50

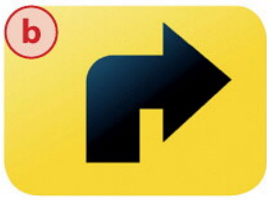
4 Match the homonyms.

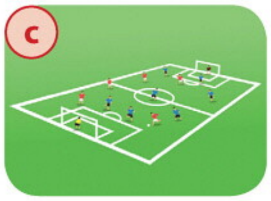
1

c

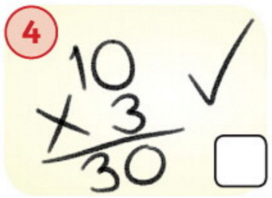
2

☐

3

☐

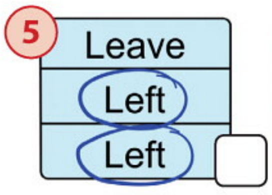
a


b


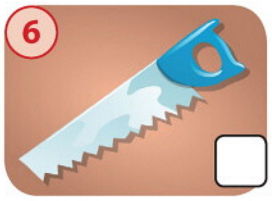
c


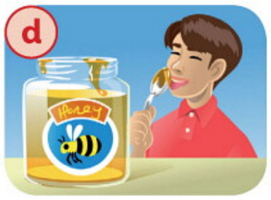
4


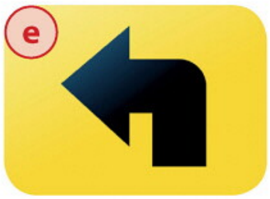
☐

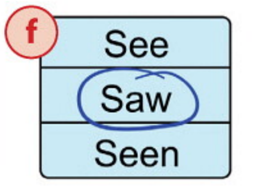
5


☐

6

☐

d


e


f


Lesson Three Grammar 1

1 Listen and read. What are the three prizes? 51

Competition time!!

Answer this question and win some exciting prizes for your school!

What did Tim Berners-Lee invent?

- **A** the first computer
- **B** the World Wide Web
- **C** the telephone

First correct answer
Your school will be given ten new laptops!

Second correct answer
Your school will be sent some exciting new language software!

Third correct answer
Your school won't be given any laptops or software, but it will be provided with a printer!

Good luck!

2 Read and learn.

The passive (future)

Use the passive with the future.
You will be given ten new laptops for your school.
You won't be given any software.
Will the computers be sent to our school?

Future passive = *will* / *won't* + *be* + past participle

3 Read and write *A* (active) or *P* (passive).

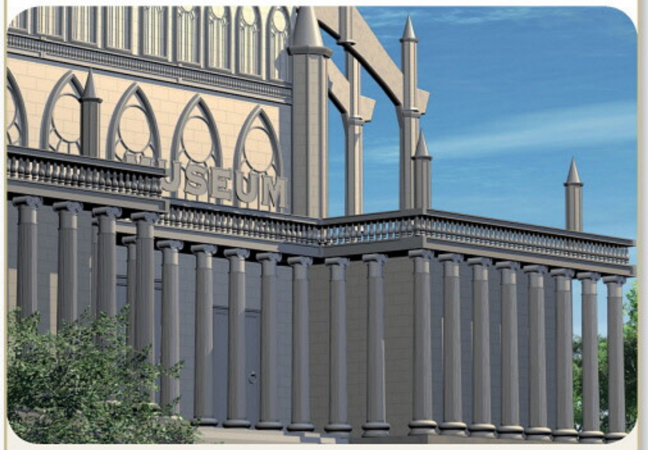
1 Children will be given lunch on the school trip. P
2 Trains won't be used in the future. ____
3 People will travel in flying cars in the future. ____
4 The class will be taught to swim. ____
5 People will go on holiday to the moon in the future. ____
6 Astronauts will be sent to Mars in the future. ____

4 Write the words in the correct order.

1 will / at 9 a.m. / by coach / the children / be collected
The children will be collected by coach at 9 a.m.
2 be provided / will / each student / with a packed lunch
3 on a tour / the class / be taken / of the museum / will
4 be given / a booklet / will / each student
5 by the teachers / will / the trip / be filmed
6 will / the film / be shown / to the school

INFORMATION

School trip to the Computer Museum

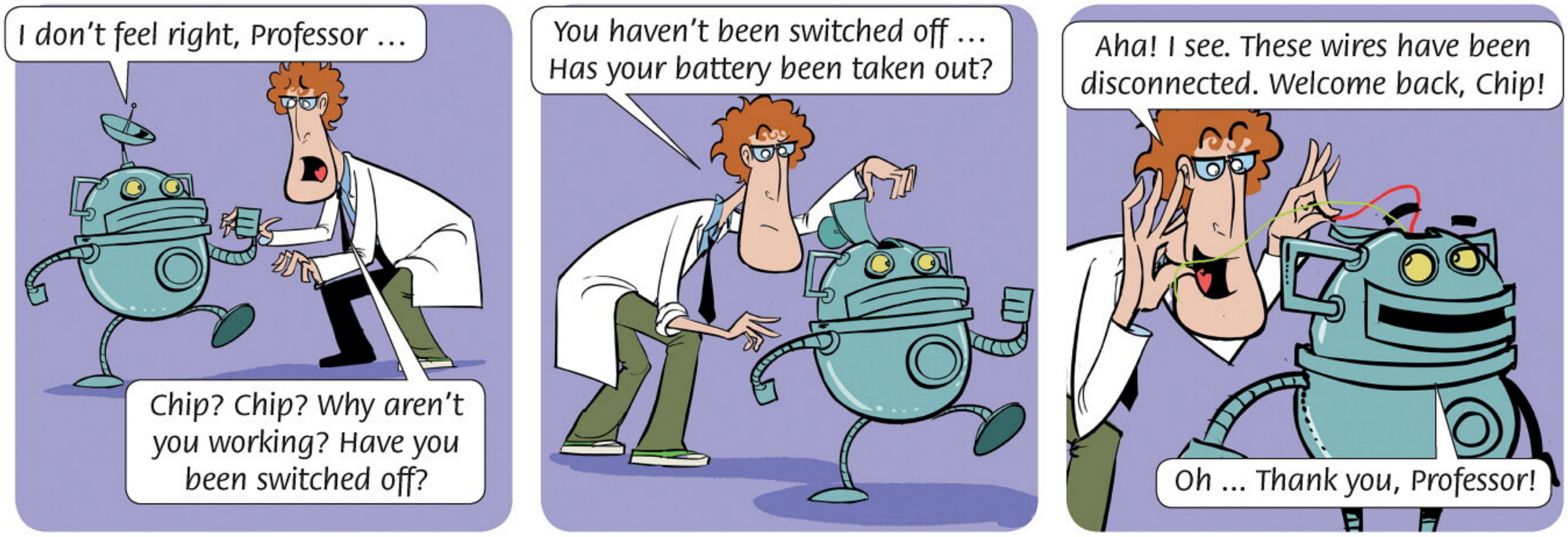


Please arrive at school by 8.45 a.m.

G Complete Grammar Time Exercise 1 on page 119 of Workbook 6.

PROFESSOR & CHIP

1 Listen and read. Why does Chip stop? 52


I don't feel right, Professor …
Chip? Chip? Why aren't you working? Have you been switched off?
You haven't been switched off … Has your battery been taken out?
Aha! I see. These wires have been disconnected. Welcome back, Chip!
Oh … Thank you, Professor!

2 Read and learn.

The passive (present perfect)

Use the passive with the present perfect.

You haven't been switched off.

These wires have been disconnected.

Has your battery been taken out?

3 Read and circle. V Irregular verb list Workbook 6 page 135

1 Computers *have used* / [✓ *have been used*] in offices for many years now.

2 A bag *has found* / *has been found* in the classroom. Is it yours?

3 Has someone *disconnected* / *been disconnected* the Internet?

4 They *haven't eaten* / *haven't been eaten* breakfast today.

5 I *'ve given* / *'ve been given* a new laptop. Do you like it?

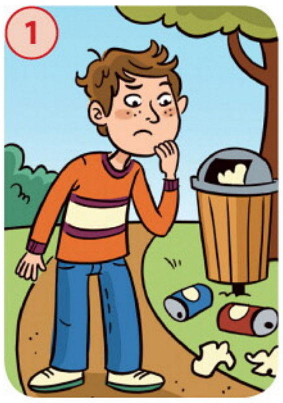
6 *Have you* / *Have you been* grown? You look really tall.

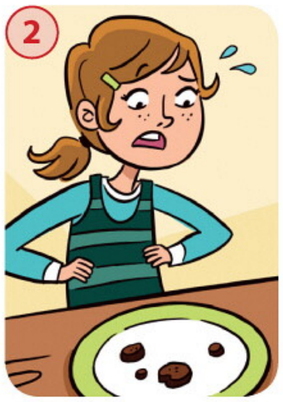
4 Speaking Talk about the pictures.

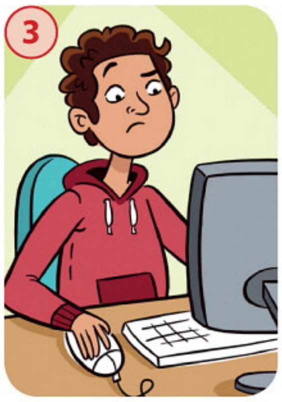
the Internet / disconnected the litter / not collected the cakes / eaten
the window / broken the shop / closed the floor / not cleaned

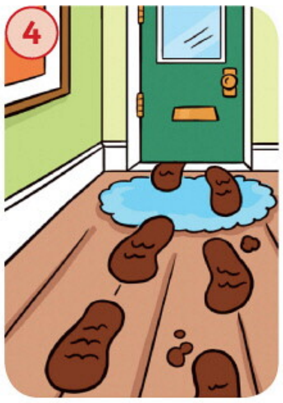
The Internet has been disconnected.

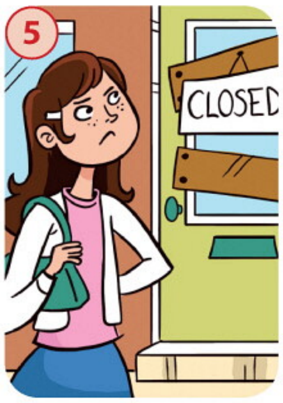
It's Picture 3.

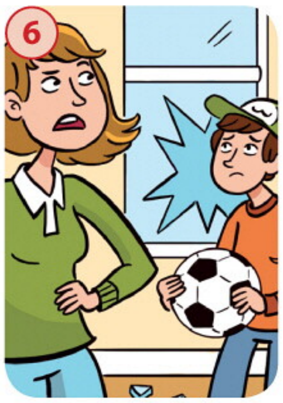
1


2


3


4


5


6


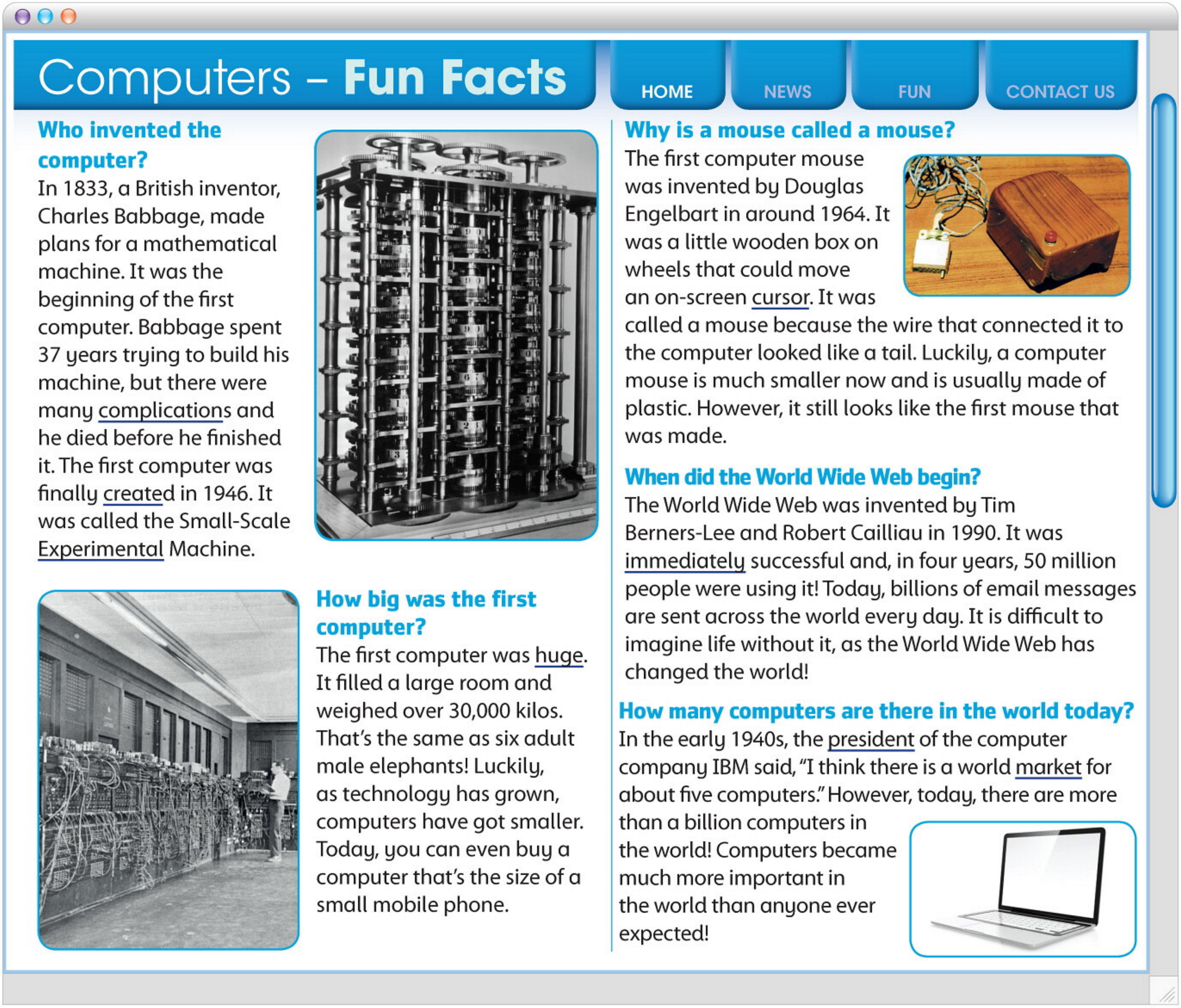
G Complete Grammar Time Exercise 2 on page 120 of Workbook 6.

Skills Time!

Lesson Five

Reading

1 Look at the text. What was invented on these dates? a) 1964 b) 1990 **2** Listen and read. 53



Computers – **Fun Facts**

Who invented the computer?

In 1833, a British inventor, Charles Babbage, made plans for a mathematical machine. It was the beginning of the first computer. Babbage spent 37 years trying to build his machine, but there were many complications and he died before he finished it. The first computer was finally created in 1946. It was called the Small-Scale Experimental Machine.

How big was the first computer?

The first computer was huge. It filled a large room and weighed over 30,000 kilos. That's the same as six adult male elephants! Luckily, as technology has grown, computers have got smaller. Today, you can even buy a computer that's the size of a small mobile phone.

Why is a mouse called a mouse?

The first computer mouse was invented by Douglas Engelbart in around 1964. It was a little wooden box on wheels that could move an on-screen cursor. It was called a mouse because the wire that connected it to the computer looked like a tail. Luckily, a computer mouse is much smaller now and is usually made of plastic. However, it still looks like the first mouse that was made.

When did the World Wide Web begin?

The World Wide Web was invented by Tim Berners-Lee and Robert Cailliau in 1990. It was immediately successful and, in four years, 50 million people were using it! Today, billions of email messages are sent across the world every day. It is difficult to imagine life without it, as the World Wide Web has changed the world!

How many computers are there in the world today?

In the early 1940s, the president of the computer company IBM said, "I think there is a world market for about five computers." However, today, there are more than a billion computers in the world! Computers became much more important in the world than anyone ever expected!

3 Read again and match.

1 Charles Babbage d
2 The first computer ☐
3 The first computer mouse ☐
4 Two men ☐
5 The World Wide Web ☐
6 In the 1940s, the President of IBM ☐

a was very, very heavy.
b became popular very quickly.
c invented the World Wide Web.
d never built a computer.
e didn't think computers would be popular.
f was a box on wheels.

Words in context

1 **Find the words in the article. Write.**

Dictionary
Workbook 6
pages 126–134

complication ~~create~~ huge experimental cursor immediately president market

1 Chefs like to create new dishes when they cook.
2 Harry's house is ____________! It's much bigger than ours.
3 The new robot is ____________. We're not sure what it can do yet.
4 There is a big ____________ for chocolate. Lots of people buy it.
5 I moved the ____________ around my computer screen.
6 There was not a single ____________. It went very well.
7 We were talking, so the teacher asked us to be quiet ____________.
8 The new ____________ gave a talk to everybody in the company.

Listening

2 **Listen. How many people does the radio presenter talk to?** 54

3 **Listen again and tick (✓) what they use a computer for.**

Uses the computer to …	look for information	play computer games	download music	send emails	do homework	write stories
Colin					✓	
Emma						

Speaking

4 **Ask and answer. Use the prompts or your own answers.**

How often do you use a computer?	*I use a computer ____________.*	every day / quite a lot / very little
Do you enjoy using a computer?	____________	Yes, I do. / No, I don't.
What do you use your computer for?	*I use my computer for ____________.*	sending emails / surfing the Internet / doing my homework / playing CDs / downloading music
What kind of websites do you like best?	*I like ____________ websites best.*	music / film / fashion / shopping / news / wildlife information

Skills Time!

Lesson Seven

Writing

1 Look at the research report. What is it about?

2 Read.

A research report

We write research reports to show what we have discovered through research.

First, we write an introduction explaining what the research report is about.

We can write headings for each section of the report.

We can use questions as headings when we want to give the answers in a section of the report.

We can give quotes from people who know a lot about the topic.

We can put facts or figures in the report, but we must check that they are true!

My Research Project by Jen Thomas

For my research project, I wanted to find out how the Internet works. Everyone around the world can access the World Wide Web. But how is this possible?

Internet cables

Computers around the world are connected to the World Wide Web by cables that go to every country and bring them the Internet.

Where are the cables?

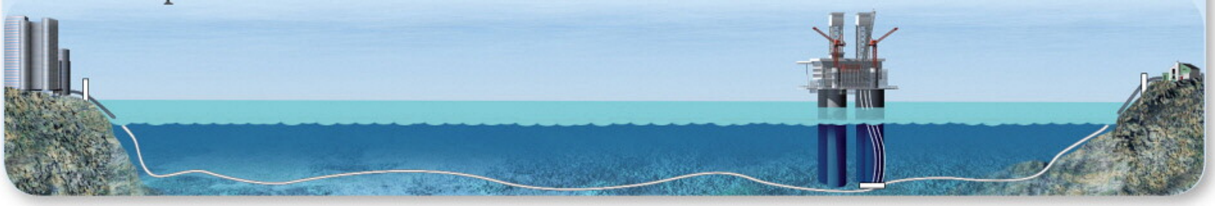
The cables need to reach all the countries, but there are huge oceans in-between the countries. So the cables lie on the bottom of the sea!

Do the cables ever break?

Yes, the cables break quite often, but the Internet doesn't stop working. The scientist Brad Jennings explains why: "There are lots of cables, so when one cable breaks, it isn't a problem. It's only when they all break at the same time that the Internet stops working."

Why do the cables break?

They can break because of earthquakes, fishing nets or even shark bites! Normally, a cable breaks every year at some point and needs to be repaired.



3 Read again and answer the questions.

1 Where are the Internet cables?
2 How often do the Internet cables break?

4 Match.

1 Robots b
2 Every cable has seven layers of plastic to protect it. ☐
3 My research report is on how Internet cables are repaired. ☐
4 Ken Smith says: "Robots are very important in repairing breaks." ☐
5 How do robots repair breaks in the cable? ☐

a a quote
b a heading
c a fact
d a question as a heading
e an introduction

5 Complete the writing task on page 54 of Workbook 6. page 54

1 Complete the quiz.

1. (verb) *to send a file or photo together with an email* **What is the word?**
2. **What do the children win in the story?**
3. **Complete the sentences with the same word.** I went to a football ________ yesterday. I used a ________ to light a fire.
4. **Complete the sentence with the future passive.** The class ________ (give) a test tomorrow.
5. **Complete the sentence with the present perfect passive.** My mobile phone ________ (find).
6. **Look at the sentence. Is it active or passive?** The children have eaten an ice cream.
7. **What did Douglas Engelbart invent?**
8. (noun) *something you move around a computer screen* **What is the word?**
9. **Circle the correct word.** We can write *quotes / headings* for each section of a report.
10. **Is this a question or a fact?** 20% of people use them.

2 Listen and write. Sing. 55

free email homework ~~surf~~ upload book attach download

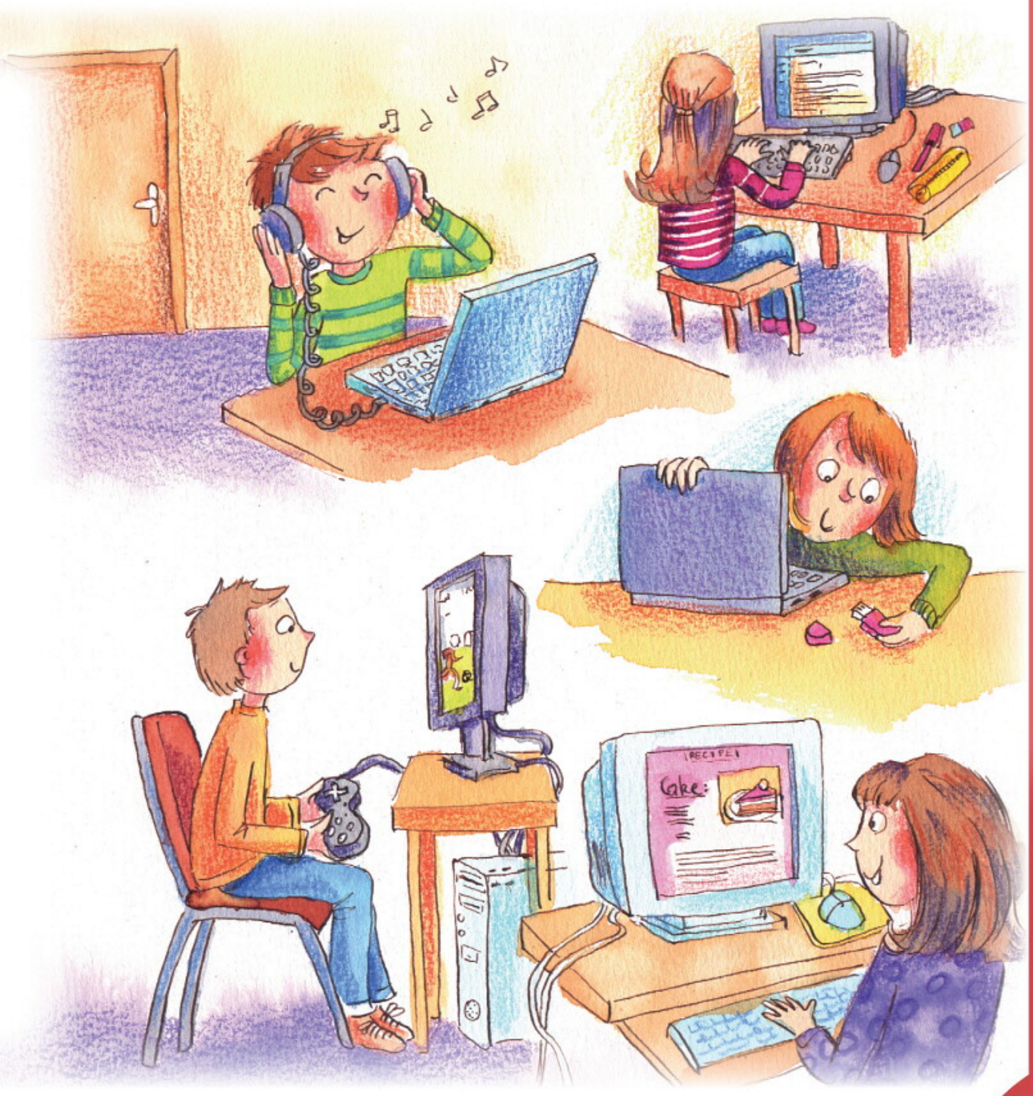
What can you do on your computer?

You can ... [1] surf the Internet,
Chat to a friend,
Write an [2] ____________,
And then press send.

You can ... [3] ____________ music,
Find a recipe,
Do a fun quiz,
And all for [4] ____________!

You can ... do your [5] ____________,
Buy a [6] ____________,
Open a website,
And take a look.

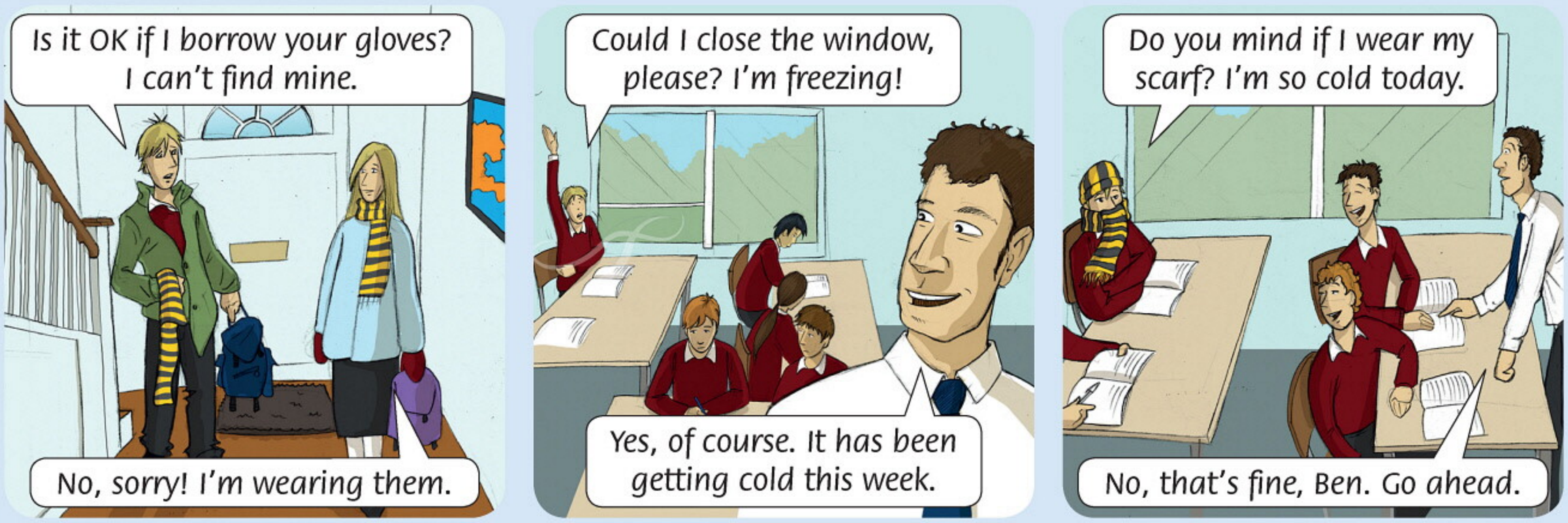
You can ... [7] ____________ a file,
Make up a song,
[8] ____________ a photo,
It doesn't take long.



Fluency Time! ②

Everyday English

1 Listen and read. 56


Is it OK if I borrow your gloves? I can't find mine.
No, sorry! I'm wearing them.
Could I close the window, please? I'm freezing!
Yes, of course. It has been getting cold this week.
Do you mind if I wear my scarf? I'm so cold today.
No, that's fine, Ben. Go ahead.

We use informal language when we talk to our family and our friends.	We use formal language when we talk to teachers and people we don't know well.
Is it OK if I borrow your gloves?	Do you mind if I wear my scarf?
Can you show me how to do this maths?	No, that's fine.
No, sorry! / Yes, OK. / Sure!	Could I close the window, please?
	No, I'm sorry. / Yes, of course.

2 **Listening** Listen to the conversations and write the requests. Then tick the formal requests. 57

1 Can you help ______________________________? ☐

2 ______________________________? ☐

3 ______________________________? ☐

4 ______________________________? ☐

3 **Speaking** Ask and answer. Use the prompts or your own answer.

my history homework / this maths question / my spelling / this French exercise

Could you help me with ________, please?

No, I'm sorry. I'm busy right now. Can you come back after school?

pencil / ruler / laptop / dictionary

Do you mind if I borrow this ________? I've lost mine.

That's fine, but please bring it back later.

doctor's appointment / music exam / headache / hospital appointment

Could I leave early please? I've got a ________.

Yes, of course.

Watch the DVD!

1 Look at the story again. Act.

2 Make a poster of your favourite inventions.

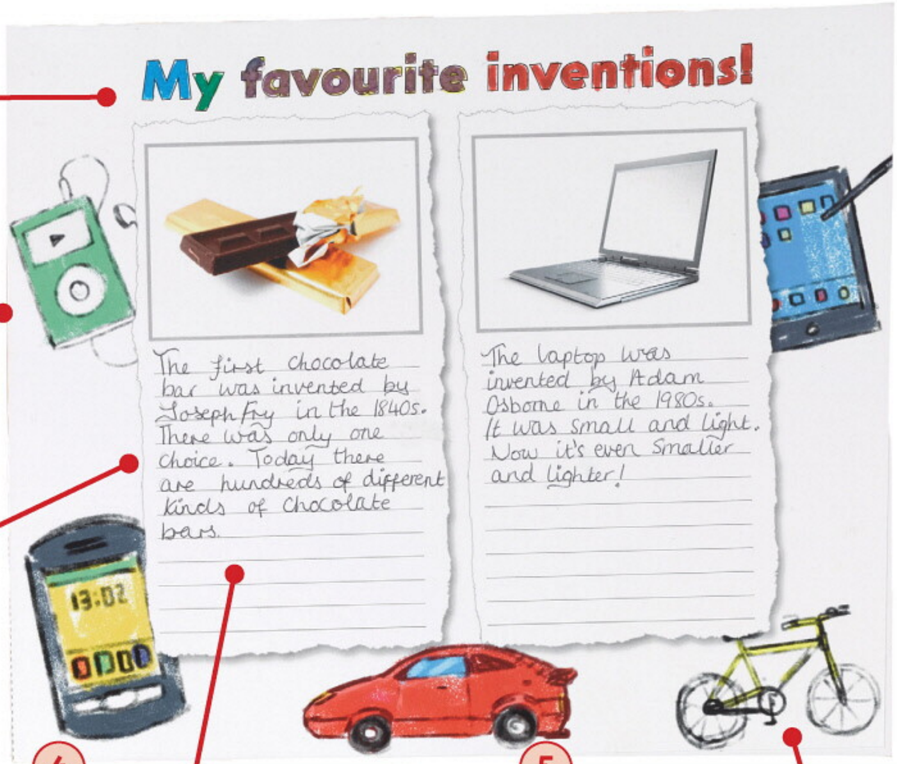
① Write a heading on a big piece of paper: My favourite inventions!

② Draw pictures or find photos of all your favourite inventions.

③ Choose your top TWO favourite inventions. Find out:

- who invented them
- when they were invented
- what they were like then
- what they are like now

If you need help, ask your teacher for some examples.



My favourite inventions!

The first chocolate bar was invented by Joseph Fry in the 1840s. There was only one choice. Today there are hundreds of different kinds of chocolate bars.

The laptop was invented by Adam Osborne in the 1980s. It was small and light. Now it's even smaller and lighter!

④ Write about your favourite inventions.

⑤ Colour the rest of your paper to finish the poster.

3 **Speaking** Use your poster to discuss the inventions. Ask and answer.

What's your favourite invention?

Can you tell me about it?

Why do you like chocolate?

I love chocolate!

Sure. The first chocolate bar was invented by Joseph Fry in the 1840s. There was only one choice then. Now there are hundreds!

Because …

4 **Speaking** Tell the class about your project.

What pictures have you included?

What are your top two inventions?

Who were they invented by?

This is my favourite inventions poster. I've included pictures of a mobile phone, a laptop, an iPod, a ballpoint pen, a book, chocolate, chewing gum, a calculator and a football. My top two inventions are …

Extensive reading: non-fiction

1 Look at the pictures. Which country do you think this is?

2 Listen and read. 58

Diaries from Delhi

My name's Suzie. I'm eighteen years old and I'm a student from London. Three weeks ago, I was teaching English in a language school in Tokyo. The job ended, and I decided to take a holiday! I wanted to travel around the world. I put some clothes in a backpack, found my passport, bought a new pair of trainers and said goodbye to my friends. I was sad to go, but I was looking forward to my new adventure.

I've always wanted to go to India, so I bought a ticket to Delhi. I caught a taxi to the airport. I remember feeling really nervous. Was I doing the right thing? Should I stay in Tokyo? Or maybe I should go back home to London? I phoned my mum from the airport and she told me not to worry. If I wasn't happy, she said, I could give it up and come home. I sat on the aeroplane feeling a bit happier. I watched a few films and the time passed quickly. I chatted to the people around me and, by the time we arrived, I'd made some new friends. One of them was from Delhi. She gave me the address of a hotel and that's where I spent my first night.

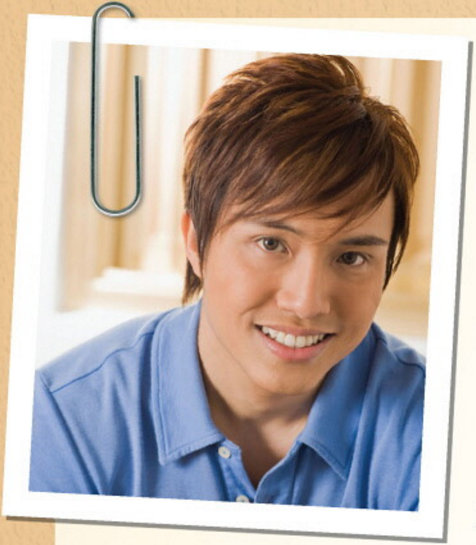
The next day, I explored Old Delhi, which is the traditional part of the city. Chandni Chowk is the main street. It's very busy, full of cars, cycle rickshaws, hand-pulled carts, people and animals. You can find the oldest and busiest markets in India here, selling all kinds of things, including jewellery, material, perfume and, of course, street food. I love *golgappa* which is a kind of bread filled with chickpeas and spicy potatoes. Indian sweets are delicious, too.

One of the most interesting places I've visited in Delhi is Humayun's Tomb. This monument looks a bit like the famous Taj Mahal in Agra, but it's older. The tomb was built in 1570. It's a very beautiful building and is surrounded by beautiful gardens. Another great place to go is the Red Fort, which was built in 1638. You can see a sound and light show in the evening, which is really amazing.

I'm going to spend a few more days in Delhi because I love it so much. Tomorrow, I'm planning to visit the National Museum because I've heard that the art is fantastic. After that, I'll be back on the road! I'll let you know where I decide to go.

Bye for now!

Suzie



I'm Joe and I'm nineteen. I'm from New York, but I've been living in Australia. Two days ago, I was working as a waiter in a restaurant in Sydney. I was having a great time, the weather was amazing and the people were really friendly. It was more like a vacation than a job! Then I decided to give it all up and leave! Why? Because I wanted to see the world!

I bought a new backpack, some jeans, T-shirts and a pair of sneakers. I bought a ticket to Delhi, took some money out the bank and said goodbye to my friends. And then I was ready to go. I caught a cab to the airport. I was really excited, but I was nervous, too. I phoned my mom back home in New York and told her my plans. She said I was doing the right thing and I felt better! I fell asleep on the airplane, so I didn't talk to anyone. I didn't even see any of the movies. When I arrived in Delhi, I found a place to stay and then I slept again. I was very tired!

At last, I was ready to see the city. Wow! Delhi is amazing! It's crowded and noisy, but there's so much to see and do. They've got some great stores. I spent hours shopping around. The food is great, too! I bought some *papdi chaat* in one of the street bazaars. It's a kind of bread with potatoes, chickpeas, yogurt and chilli. Delicious! I found some amazing Indian candy, too. It's so sweet!

I've already been to some of the temples, the tombs, the gardens and the mosques. Jama Masjid is the largest mosque in India. It's really amazing! It took 13 years to build, and was completed in 1656. It's opposite Chandni Chowk in Old Delhi. If you climb to the top of the southern tower, you'll get an amazing view of the city.

They have all kinds of festivals here in Delhi and, next week, it's the start of Holi. This is a Hindu festival, but lots of people celebrate. For two days, people light bonfires and throw colorful paint at each other. I don't want to miss that!

Next week, I'll probably leave Delhi. Where will I go? I don't know yet. I think I'll stay in India for a couple of months, though. I'm loving it here!

Bye!

Joe

Delhi traffic

Holi color festival

3 **Read again and complete the chart. All the words are in the diaries.**

British English	holiday	1 ________	taxi	2 ________	aeroplane	3 ________	sweets
American English	vacation	sneakers	4 ________	mom	5 ________	movies	6 ________

4 **Discuss.**

1 What do you think you would like best about Delhi? Why?

2 What are the best things about where you live?

Extensive reading: fiction

1 **Look at the pictures. What do you think the story is about?**

2 **Listen and read.** 59

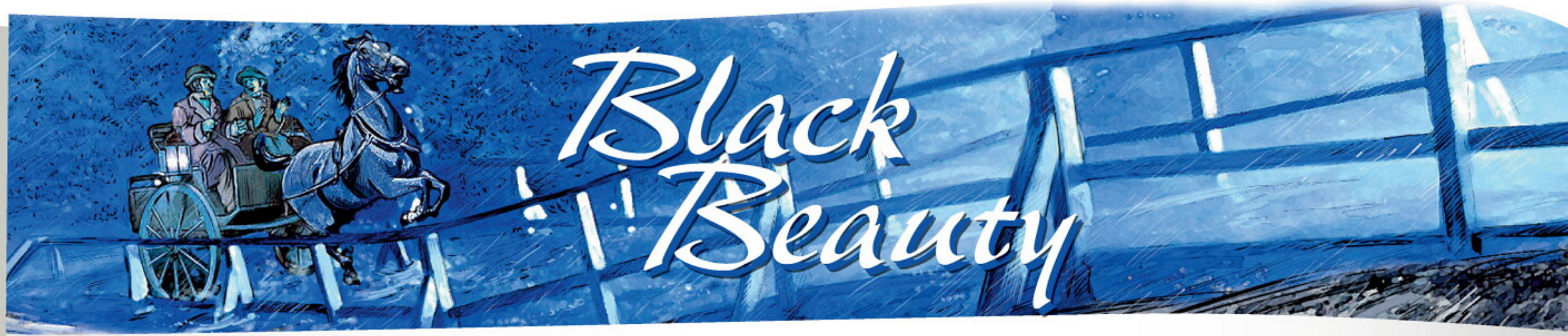
3 **Read again and answer the questions.**

1 Where does Black Beauty go when he leaves the farm?

2 What is his life like in his new home?

3 Why does Black Beauty refuse to cross the bridge?

4 What does Mr Gordon say about animals?



Black Beauty

Black Beauty is a beautiful horse. He has a fine black coat, one white foot and a white star on his forehead. He is also hardworking and clever. He is patient and easy to train. For the first four years of his life, he lives with his mother on a farm. His master is good and kind but, at last, it is time for him to be sold. He is bought by Mr Gordon, who lives in a place called Birtwick Park. He is looked after there by a groom called John. Mr Gordon and John are both kind men. Black Beauty has a good life and is treated well. Black Beauty pulls Mr Gordon's carriage and gives children rides on his back. Everyone loves Black Beauty, and then he shows how clever he really is …

One day, in the autumn, Mr Gordon had to go to a distant town on business. John harnessed Black Beauty to the carriage and the three of them went off. There had been a lot of rain, and the wind was very strong. When they came to the river, the water was so high it nearly reached the wooden bridge, and many of the fields were under water. In one low part of the road, the water was half way up to Black Beauty's knees.

They got to the town, and the master's business took a long time. It was late in the afternoon when they started back for home. The wind was much stronger and, as they drove through a wood, Mr Gordon said, "I've never been out in a storm as bad as this, John. I wish we were out of this wood."
"Yes, sir," agreed John. "We don't want one of those branches coming down on top of us."

But just as he finished speaking, there was a great noise of wood breaking, and a big tree came crashing down through the other smaller trees and fell across the road right in front of them! Black Beauty was frightened and stopped immediately, but he didn't turn round or try to run away. John jumped out and quickly ran to his side.
"What can we do now, John?" said Mr Gordon.
"We can't drive over the tree or get round it, sir," said John. "We'll have to go back to the crossroads and take the longer road round to the wooden bridge. It will make us late, but the horse isn't tired."

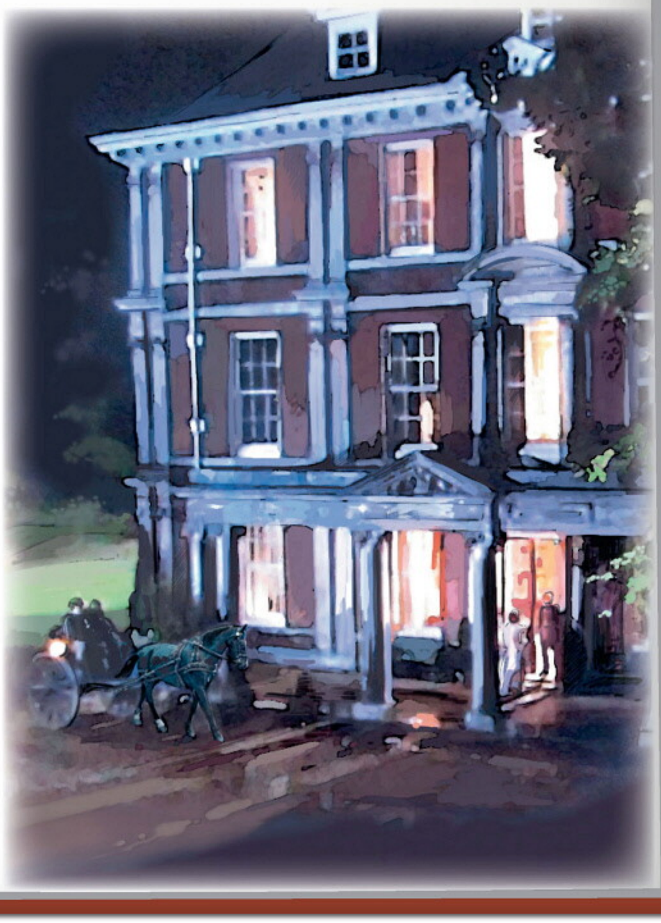
4 **Discuss.**

1. Did you enjoy the story? Why (not)?
2. Do you think Black Beauty has a happy life? Why (not)?
3. Do you think Black Beauty is a clever animal? Why (not)?

It was nearly dark when they got to the wooden bridge. They could see water over the middle of it, but this often happened when the river was high. But the moment Black Beauty's feet touched the first part of the bridge, he stopped suddenly.
"Go on, Beauty," said Mr Gordon, but Black Beauty didn't move.
"There's something wrong," said John, and he jumped from the carriage and began to look round. He tried to lead the horse forward. "Come on, Beauty, what's the matter?" Of course, the horse couldn't tell him.
Just then, a man ran out of the house on the other side of the bridge. "Stop! Stop!" he cried.
"What's the matter?" shouted Mr Gordon.
"The bridge is broken in the middle," said the man. "And part of it was carried away. If you come across, you'll fall in the river!"
The two men couldn't believe it. "Thank you, Beauty!" said John. He turned the horse gently round and they took the other way.

It got darker and the wind got quieter as Black Beauty trotted towards home by another, much longer road. The men were quiet for some time, but then Mr Gordon spoke. "We were very close to drowning in that river, John," he said. "Men may be clever enough to think of things for themselves, but animals know things without thinking. Black Beauty saved our lives tonight. People don't realize how wonderful their animals are."
John agreed and the drove on in silence.

When they arrived back at Birtwick Park, Mr Gordon's son ran out to meet them. "We've been so worried," he said. "Are you all right? Did you have an accident?"
"We nearly did," said Mr Gordon. "But Black Beauty was cleverer than we were, and saved us all from drowning!"

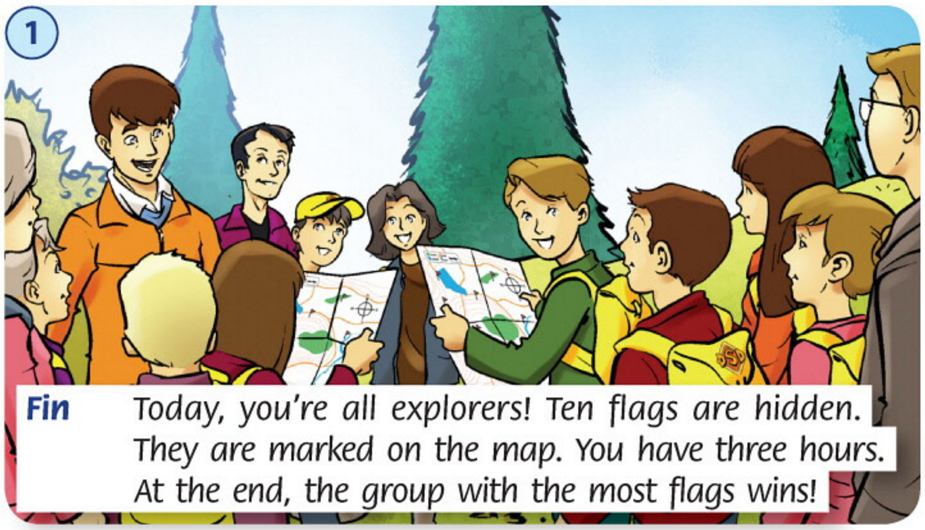


(From *Black Beauty*, Oxford Bookworms Library, by Anna Sewell; retold by John Escott. © Oxford University Press 2008)

Explorers for a day!

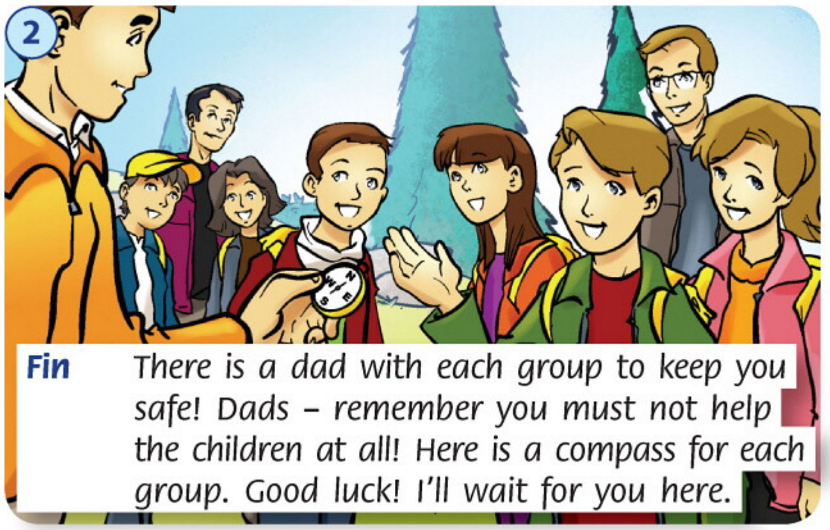
Lesson One Story

1 Listen and read. Why do the children decide to go into the cave? 60



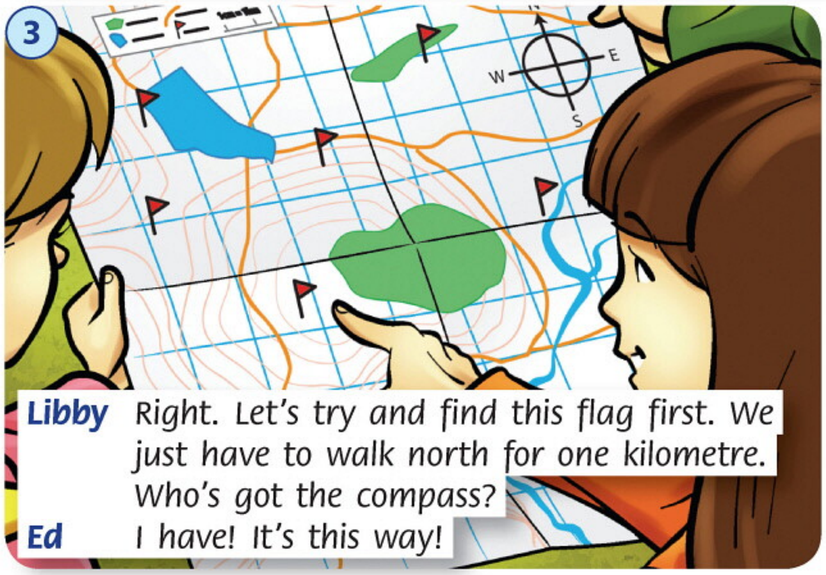
1

Fin Today, you're all explorers! Ten flags are hidden. They are marked on the map. You have three hours. At the end, the group with the most flags wins!



2

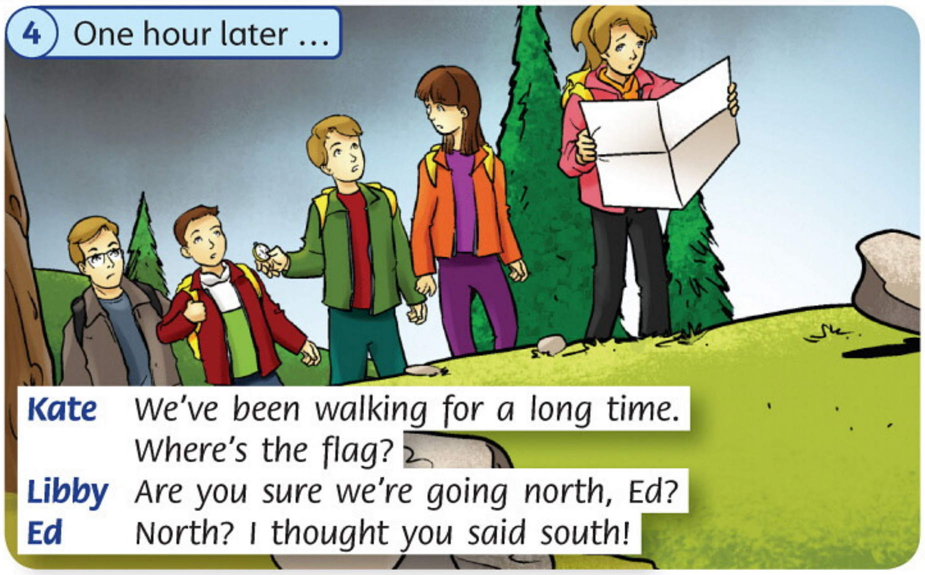
Fin There is a dad with each group to keep you safe! Dads – remember you must not help the children at all! Here is a compass for each group. Good luck! I'll wait for you here.



3

Libby Right. Let's try and find this flag first. We just have to walk north for one kilometre. Who's got the compass?

Ed I have! It's this way!

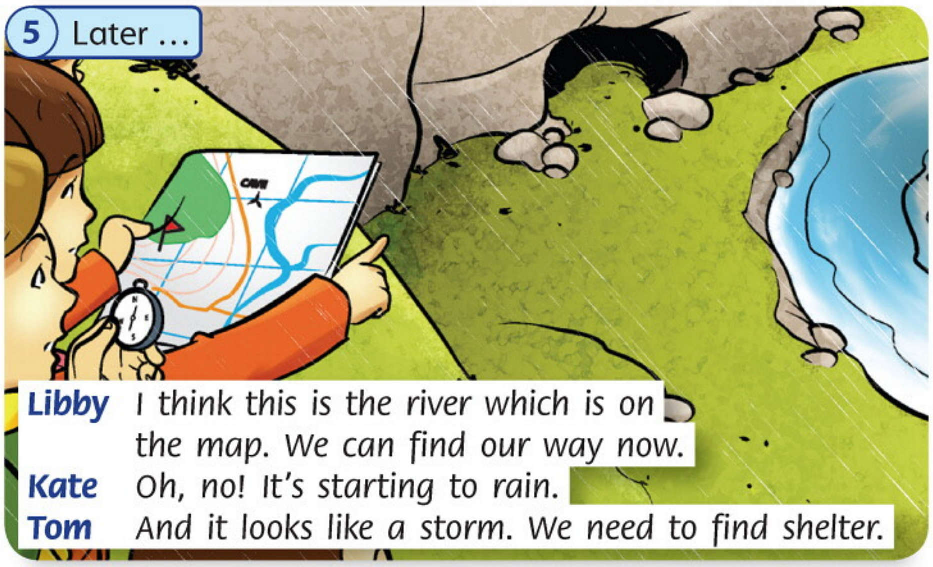


4 One hour later …

Kate We've been walking for a long time. Where's the flag?

Libby Are you sure we're going north, Ed?

Ed North? I thought you said south!

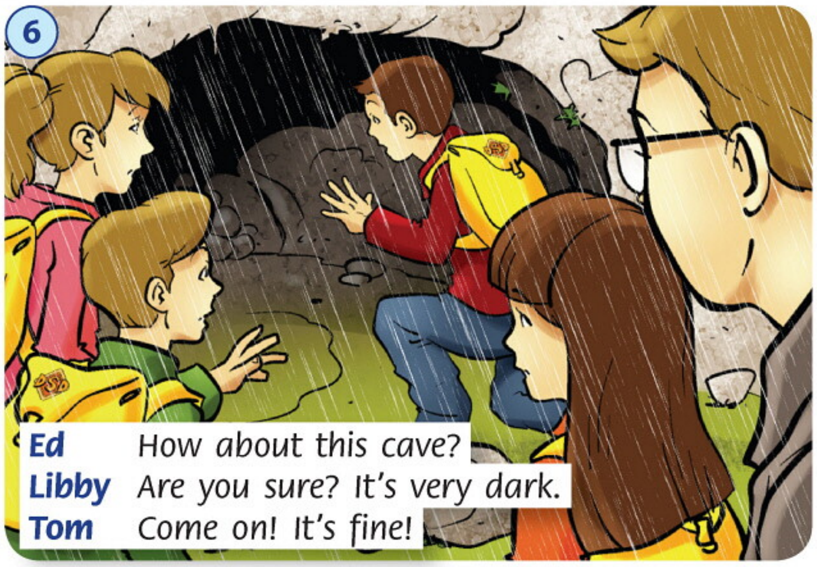


5 Later …

Libby I think this is the river which is on the map. We can find our way now.

Kate Oh, no! It's starting to rain.

Tom And it looks like a storm. We need to find shelter.



6

Ed How about this cave?

Libby Are you sure? It's very dark.

Tom Come on! It's fine!

2 Listen to the story again and repeat. Act.

3 Number the events in the correct order.

a Each group gets a compass. ☐

b The children decide which flag to look for. ☐

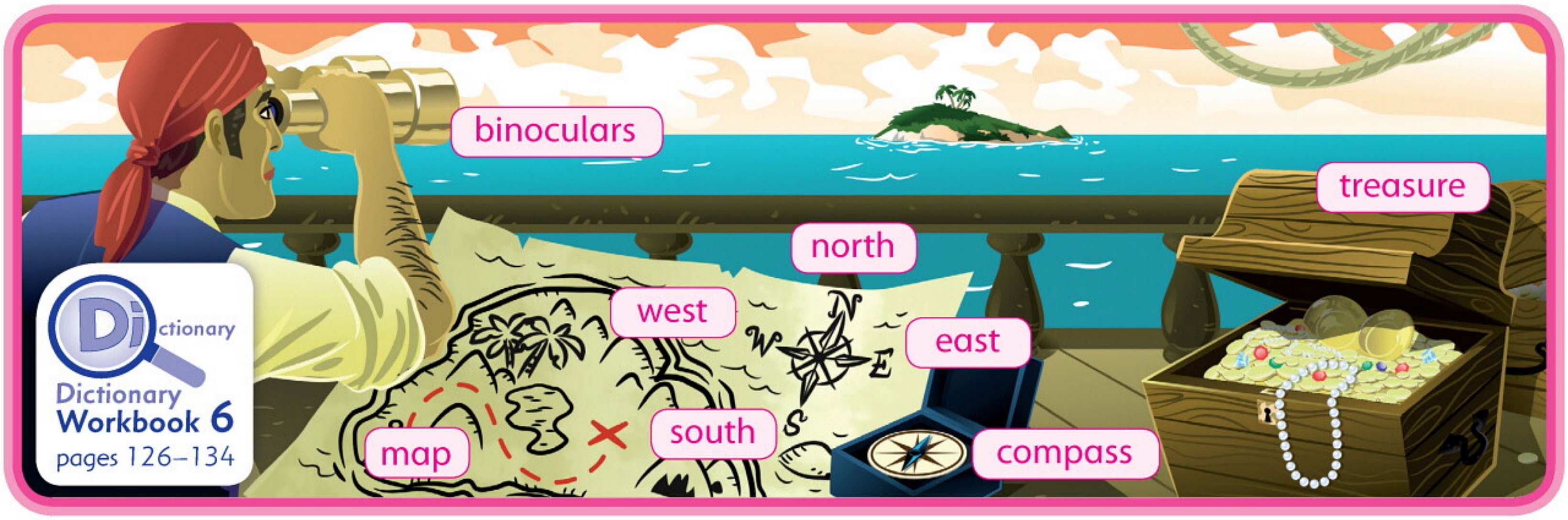
c It starts raining. ☐

d They discover they're lost. ☐

e They go in a cave. ☐

f Fin gives instructions. 1

1 Listen and repeat. 61



2 Write the words.

1 north *noun* the direction towards the top of a map

2 ______ *noun* the direction towards the bottom of a map

3 ______ *noun* the direction towards the right of a map

4 ______ *noun* the direction towards the left of a map

5 ______ *noun* an object that you use for finding which direction to go in

6 ______ *noun* a collection of special and valuable objects

7 ______ *noun* a drawing that shows where places are

8 ______ *noun* an object that you hold in front of your eyes to see things far away

Working with words

We add the suffix *-er* to some verbs to make nouns.

When a verb ends in *-e*, we only add *-r*.

verb	paint	explore	write
noun	painter	explorer	writer

And we add the suffix *-ist* to some nouns to make new nouns.

noun	journal	novel	tour
new noun	journalist	novelist	tourist

Dictionary
Dictionary
Workbook 6
pages 126–134

3 Listen and repeat. 62

4 Read and circle.

1 I'd like to be an *explore* / [✓ *explorer*] and travel around the world.

2 My sister's a *novel* / *novelist*.

3 My uncle's a *journal* / *journalist* on a newspaper.

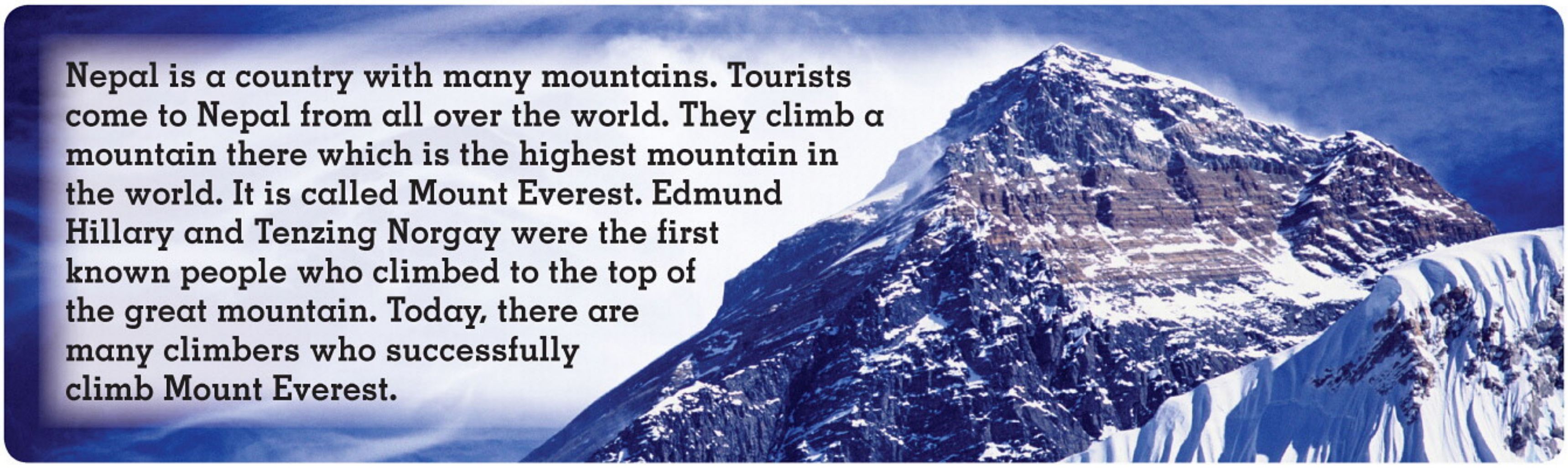
4 The *tour* / *tourist* starts at 9 a.m.

5 I want to *paint* / *painter* a picture of the mountain.

6 I would like to be a *write* / *writer* when I'm older.

Lesson Three Grammar 1

1 Listen and read. Who first climbed Mount Everest? 63



Nepal is a country with many mountains. Tourists come to Nepal from all over the world. They climb a mountain there which is the highest mountain in the world. It is called Mount Everest. Edmund Hillary and Tenzing Norgay were the first known people who climbed to the top of the great mountain. Today, there are many climbers who successfully climb Mount Everest.

2 Read and learn.

Relative pronouns: *who, which*

Use relative pronouns to give more information about nouns.

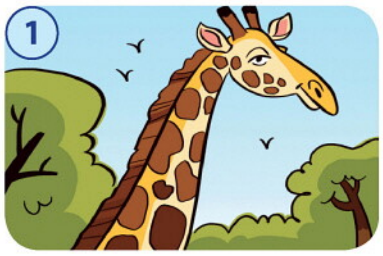
Use *who* for people.	**Use *which* for things.**
Today, there are many climbers who successfully climb Mount Everest.	They climb a mountain there which is the highest mountain in the world.

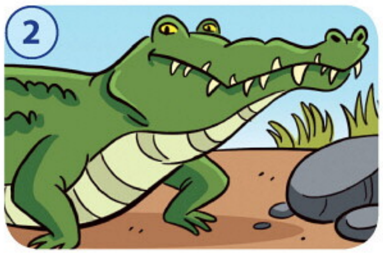
3 Circle the relative pronoun in each sentence. Write who or what it refers to.

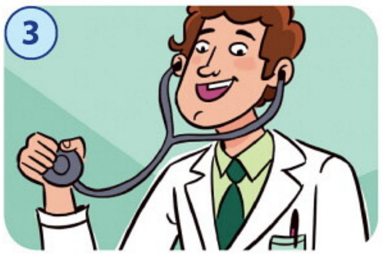
1 A guide is a person who takes people on trips. a guide
2 Pearls are jewels which form inside shells. ______
3 Scuba divers are people who explore underwater. ______
4 I ate some chocolate which tasted very good. ______
5 I met a person who had visited 50 countries. ______
6 A rucksack is a type of bag which climbers carry. ______

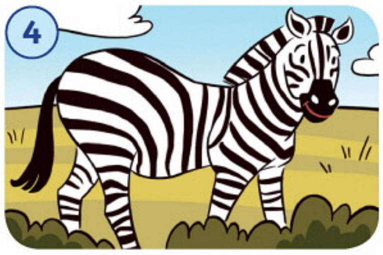
4 **Speaking** Talk about the pictures.

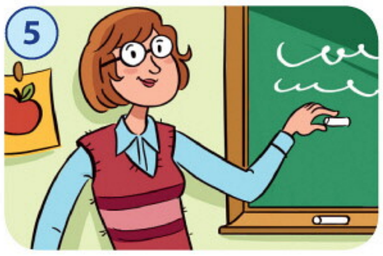
is stripy   can swim   is very tall   works in a hospital   works with children   makes food

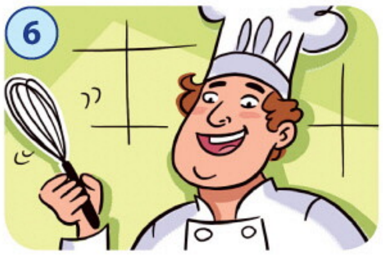
1


2


3


4


5


6


It's an animal which can swim.

It's Picture 2.

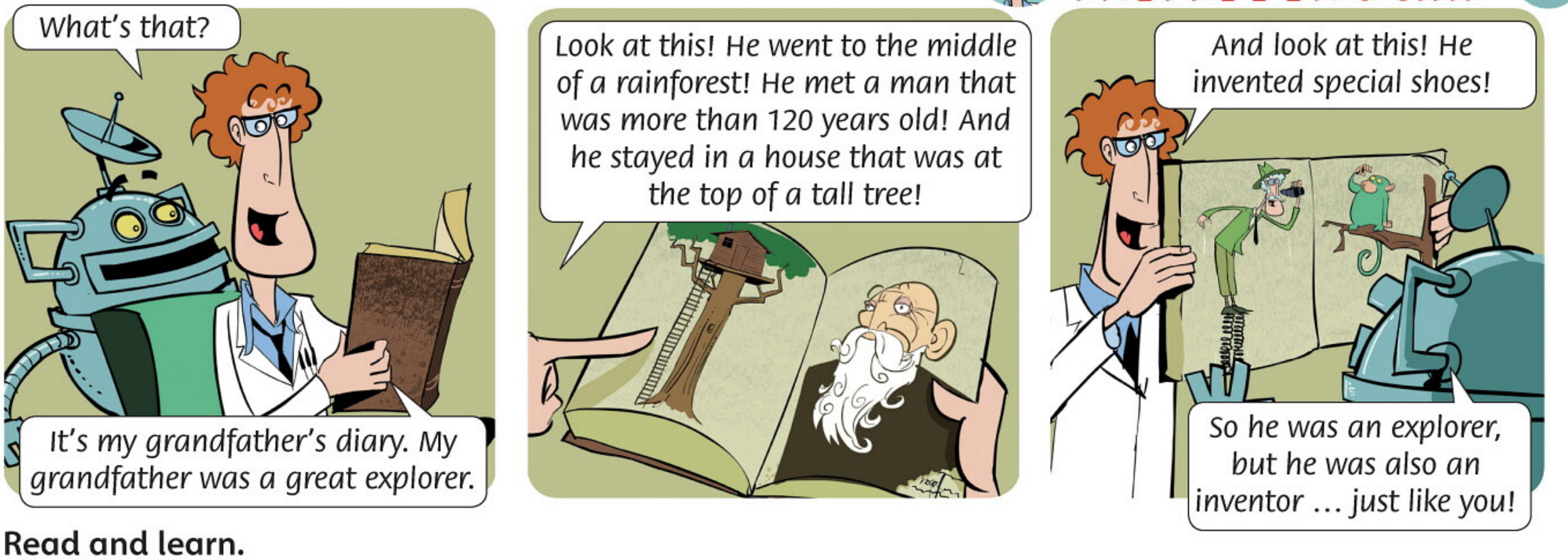
It's a person who …

Complete Grammar Time Exercise 1 on page 120 of Workbook 6.

Lesson Four Grammar 2

1 Listen and read. What are Chip and Professor looking at? 64

PROFESSOR & CHIP


What's that?
It's my grandfather's diary. My grandfather was a great explorer.
Look at this! He went to the middle of a rainforest! He met a man that was more than 120 years old! And he stayed in a house that was at the top of a tall tree!
And look at this! He invented special shoes!
So he was an explorer, but he was also an inventor … just like you!

2 Read and learn.

Relative pronouns: *that*

Use *who* or *that* for people.

He met a man who was more than 120 years old.

He met a man that was more than 120 years old.

Use *which* or *that* for things.

He stayed in a house which was at the top of a tall tree.

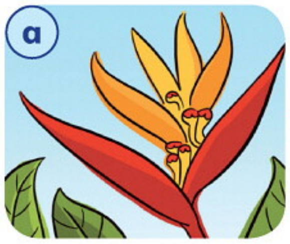
He stayed in a house that was at the top of a tall tree.

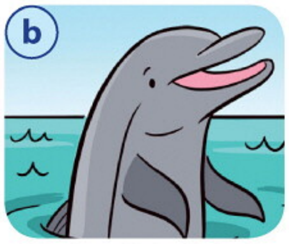
3 Read and match.

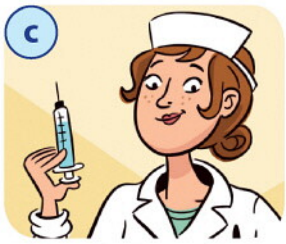
1 He's the boy f
2 Pasta is a type of food ☐
3 The Kapok tree is a giant tree ☐
4 The train ☐
5 Explorers are people ☐
6 She's a lovely person ☐

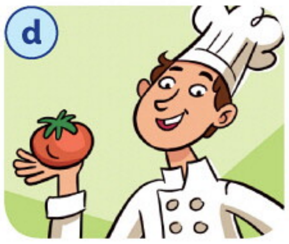
a which is popular in Italy.
b that goes to London leaves in five minutes.
c who travel the world.
d that grows in the rainforest.
e who is nice to everyone.
f that started at our school last week.

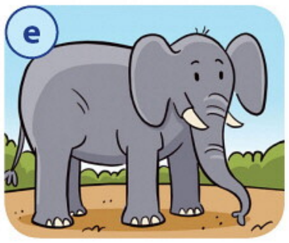
4 Write sentences. Use *which* / *that* or *who* / *that*.

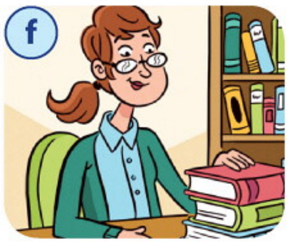












1 animal / lives in the sea
It's an animal which lives in the sea. b
2 person / works in a restaurant
3 animal / is very big and grey
4 person / works in a library
5 person / helps sick people
6 a flower / grows in Peru

Complete Grammar Time Exercise 2 on page 120 of Workbook 6.

Skills Time!

Lesson Five

Reading

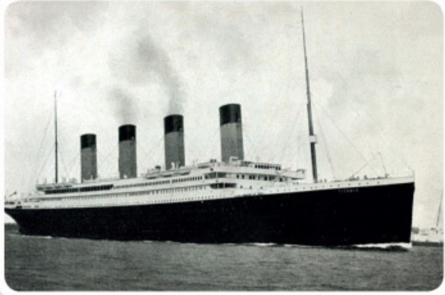
1 Look at the pictures. When do you think each ship sailed?

2 Listen and read. 65

Famous Shipwrecks

Sailing can be dangerous. Many ships and boats have sunk, and there are many ships lying at the bottom of the sea in oceans all over the world. Studying shipwrecks is important to historians because shipwrecks contain clues about what life was like at the time that they sank.

The *Atocha* was a Spanish ship that sank in a terrible hurricane in 1622. It was carrying gold, silver and jewels. People were sent to get the treasure because it was very valuable. However, the ship was lying more than 16 metres under the sea. At the time, it was very difficult to dive down so far. Then, in the same year, there was another hurricane and the shipwreck was destroyed and the treasure was lost. The treasure lay lost beneath the sea for over 360 years. In 1969, a man called Mel Fisher started to search for the treasure. This time, divers had proper equipment. After 16 years, he found the parts of the wreck and most of the treasure. He put the treasure in a museum in Florida, where you can see it now.



The *Titanic* was a passenger ship built in 1911. It was called the 'unsinkable ship' because of its amazing design. No one believed it could sink. On 10th April 1912, the *Titanic* left England for New York City on its first voyage. Four days later, the ship hit an iceberg in the Atlantic Ocean. The ship sank and over a thousand people drowned. For a long time, underwater explorers searched for the missing wreck. In 1985, they discovered it four kilometres beneath the surface. The ship was broken and it was impossible to move, but they were able to examine the ship and bring back thousands of items, such as clothes and letters and other personal things. These things have helped historians understand more about the people who sailed on the *Titanic*.

3 Read again and write *Atocha* or *Titanic*.

1 It sank in 1622. Atocha

2 It only sailed once. ______

3 It had lots of treasure inside. ______

4 It was sailing in the Atlantic. ______

5 It was built in 1911. ______

6 It was lost for over 360 years. ______

Words in context

1 Find the words in the text to match the pictures and definitions.

Dictionary Workbook 6
pages 126–134

ps went down underwater
1 sank

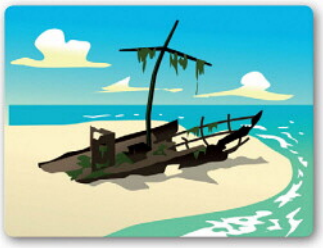
verb try to find
2 ____

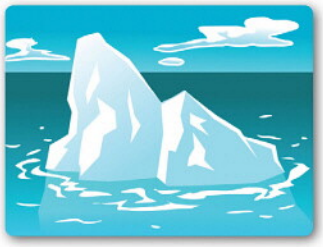
noun a long journey by ship
3 ____

noun a storm with strong winds
4 ____

verb to die after being underwater for too long
5 ____

noun a piece of information that helps you find an answer or an explanation
6 ____


7 ____


8 ____

Listening

2 Listen. What ship is the man talking to the children about? 66

3 Listen again and choose.

1 The children are a.
a at a museum **b** in their school

2 The children are given a ticket. It has a ____ on it.
a number **b** passenger name

3 There were ____ people on the *Titanic*.
a 8,222 **b** 2,228

4 There were ____ people that survived.
a 705 **b** 605

5 The *Titanic* sank ____ after it hit the iceberg.
a 2 hours and 40 minutes
b 5 hours and 30 minutes

6 More than 2,000 things were found from the *Titanic*, including ____.
a a telephone **b** letters

Speaking

4 Ask and answer. Use the prompts or your own answers.

Would you like to be an underwater explorer?
____.
Yes, I would. / No, I wouldn't.

How would you feel if you were deep under the water?
I'd feel ____.
excited / frightened / nervous / amazed

What would you like to see?
I'd love to see ____.
an octopus / a shipwreck / treasure / lots of fish

What other places would you like to explore?
I'd like to explore ____.
the desert / space / the rainforests

Why?
Because I like looking at ____.
animals / the stars and the moon / interesting plants

Skills Time!

Lesson Seven

Writing

1 Look at the text. What type of explorer would Fred like to be?

2 Read.

A personalized text

We can use our imagination to write about something we'd like to do in the future.

We can use lots of different adjectives to make our descriptions more interesting.

Use *such as*, *for example*, *like* and *for instance* to give examples.

When we are imagining what a situation might be like, we use *would*. For facts or things we know are true, we use the present simple.

We finish by giving a final reason for our choice.

Being an Explorer

by Fred Smith

I'd love to be an underwater explorer because I love seeing new places and being in the sea. I love seeing amazing things such as colourful fish. I think it would be fantastic to look at the bottom of the ocean.

Underwater explorers do different things. Some explorers are scientists. They do scientific research, for example, looking at underwater volcanoes. They also make maps of different areas. Other underwater explorers are historians. They examine shipwrecks and objects inside them like treasure and ancient possessions. They learn lots of things about the past, for instance, how people used to live. Some underwater explorers are environmentalists. They look at the environment. They study how animals live beneath the ocean and check for pollution.

I think all of these things would be really interesting to do. That's why I'd love to be an underwater explorer!

3 Read again and answer the questions.

1 Why does Fred want to be an explorer? Give three reasons.

2 What three types of explorers does Fred talk about?

4 Match.

1	I enjoy doing sport	d	a	for instance, why it rains.
2	At weekends, we often go to places	☐	b	for example, apples and bananas.
3	I eat a lot of fruit,	☐	c	like the cinema and the park.
4	We learnt a lot in our geography lesson today,	☐	d	such as football and basketball.

5 **Complete the writing task on page 64 of Workbook 6.** page 64

1 Complete the quiz.

① (noun) *a collection of special and valuable objects* **What is the word?**

② **Which direction do the children walk in the story?**

③ **Make this verb into a noun.** explore

④ **Complete the sentence.** This is the mountain _____ we climbed.

⑤ **Complete the sentence.** Joe is a boy _____ lives next door.

⑥ **Complete the sentence.** These are the CDs _____ my brother gave me.

⑦ **Where was the *Titanic* travelling to when it hit an iceberg?**

⑧ (noun) *a long journey by ship* **What is the word?**

⑨ **Complete the sentence.** I like sweet food such _____ chocolate.

⑩ **Complete the sentence.** I'd like some new clothes, _____ example, jeans and a T-shirt.

2 Listen and order the lines. Sing. 67

Exploring wrecks

Chorus:
1 *Swim with me through the shipwreck,*
___ *And the coins that are very old.*
___ *See the jewels in the treasure chest*
___ *See the silver and gold.*

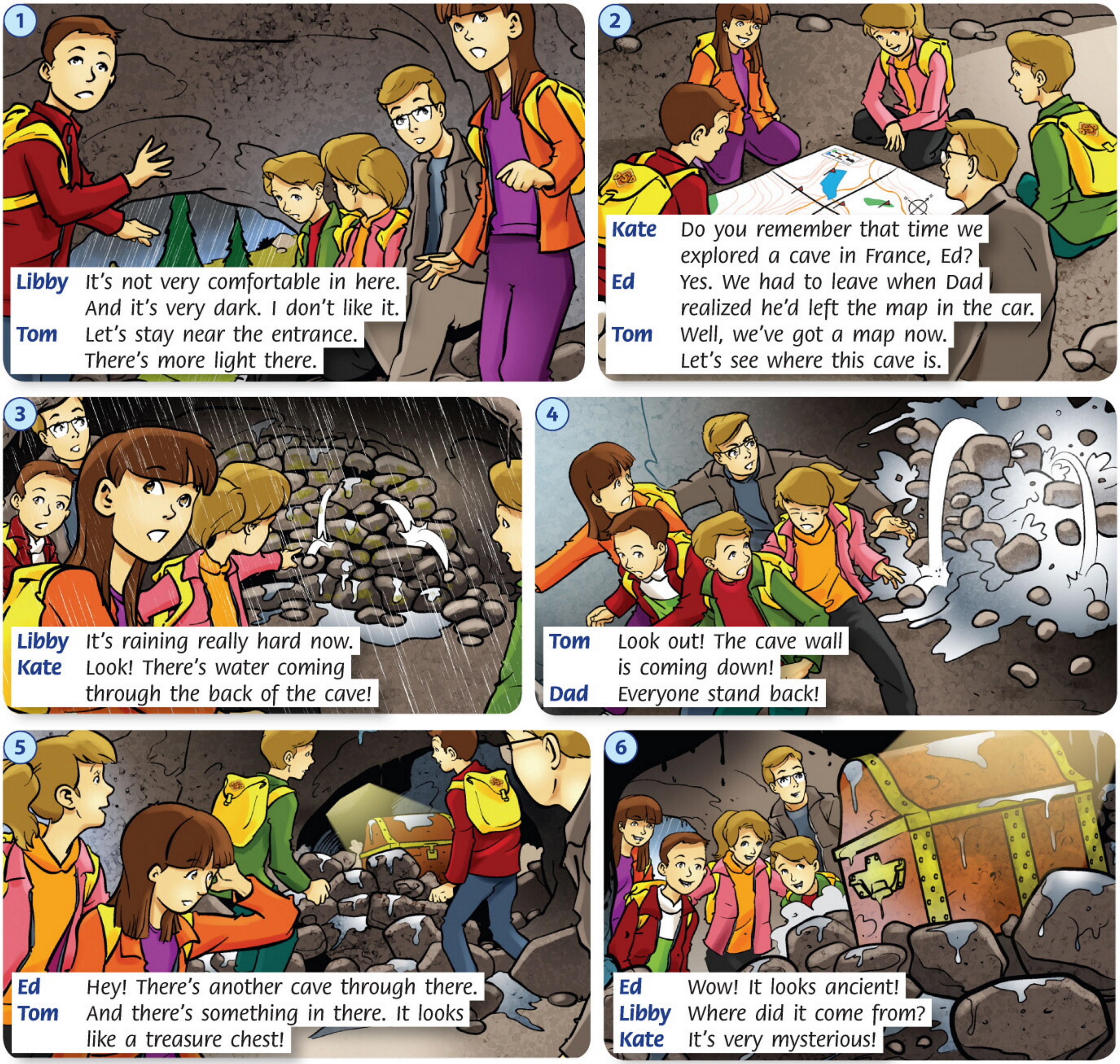
1 *This is the room where the sailors sat*
___ *And the room where the captain stayed.*
___ *This is the place where the captain ate*
___ *And the games that the sailors played.*

1 *This is a pan that the ship's cook used,*
___ *A cup and a silver spoon.*
___ *By the light of the silvery moon.*
___ *These are the letters which the captain wrote,*

8 It's a mystery!

Lesson One Story

1 Listen and read. What do the children find in the cave? 68


1
Libby It's not very comfortable in here. And it's very dark. I don't like it.
Tom Let's stay near the entrance. There's more light there.
2
Kate Do you remember that time we explored a cave in France, Ed?
Ed Yes. We had to leave when Dad realized he'd left the map in the car.
Tom Well, we've got a map now. Let's see where this cave is.
3
Libby It's raining really hard now.
Kate Look! There's water coming through the back of the cave!
4
Tom Look out! The cave wall is coming down!
Dad Everyone stand back!
5
Ed Hey! There's another cave through there.
Tom And there's something in there. It looks like a treasure chest!
6
Ed Wow! It looks ancient!
Libby Where did it come from?
Kate It's very mysterious!

2 Listen to the story again and repeat. Act.

3 Read again and write the names.

Ed Kate Libby Tom

1 Libby doesn't like the dark.

2 ________ and ________ explored a cave in France.

3 ________ looks at the map.

4 ________ describes the weather.

5 ________ sees that the cave wall is coming down.

6 ________ sees the treasure chest.

1 Listen and repeat. 69

ancient *adj* very old

artefact *noun* an object that was made by a person

evidence *noun* facts that make you believe something is true

fascinating *adj* very interesting

investigation *noun* something to try to find out what happened

mysterious *adj* that no one can understand or explain

site *noun* a place where a building used to be, or where something happened

strange *adj* unusual and difficult to understand or explain

2 Write the words.

1 It is a very strange cave painting. There is nothing else like it.
2 They found an interesting ______ in the cave.
3 ______ history is about things that happened very long ago.
4 I think it's ______ to know how people lived long ago.
5 The police are doing an ______ into the robbery.
6 The story is very ______. No one can explain it.
7 There is ______ that shows how people used to live.
8 There is the ______ where the old stadium was long ago.

Working with words

We add the suffix *-able* to some verbs to make adjectives:

When a verb ends in *-e*, we remove the *-e* and add *-able*.

verb	accept	comfort	reason	advise	believe	use
adjective	acceptable	comfortable	reasonable	advisable	believable	usable

Dictionary
Workbook 6
pages 126–134

3 Listen and repeat. 70

4 Read and circle.

1 This chair's very *comfort* / [✓ *comfortable*]. I'd like to stay here all day.
2 We *advise* / *advisable* people not to go climbing when the weather is bad.
3 Our teacher gives us a *reason* / *reasonable* amount of homework each week.
4 We think the price for the car is *accept* / *acceptable*.
5 Ted's story was very *believe* / *believable*.
6 We often *use* / *usable* the computer in the evening.

Lesson Three Grammar 1

1 **Listen and read. When was the *Mary Celeste* found?** 71

There was a mysterious ship called the *Mary Celeste*. In November 1872, the ship left New York for Italy. The captain, his wife, their daughter and the ship's crew were on board. In December 1872, a passing ship found the *Mary Celeste* floating in the ocean. The captain went onto the ship. After they had climbed onto the ship, they saw there was no one there! They explored the ship and discovered that someone had taken the lifeboat and a few other things. But the ship wasn't damaged. There hadn't been a storm. What happened to the people? No one knows! It's a mystery!

2 **Read and learn.**

Past perfect

Use the past perfect for one thing that happened in the past before another thing happened in the past.
After they had climbed onto the ship, they saw there was no one there.
Past perfect = *had (not)* + past participle
Look! 'd = had

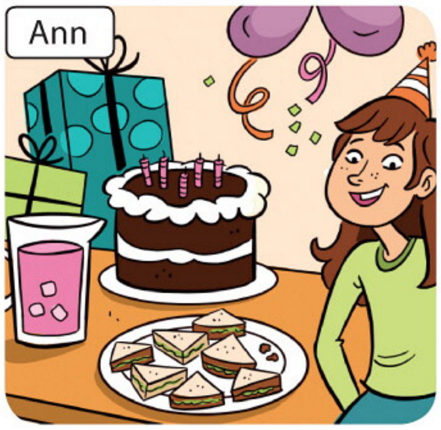
Use the past perfect for the earlier thing that happened and the past simple for the thing that happened after that.
They discovered that somebody had taken the lifeboat.

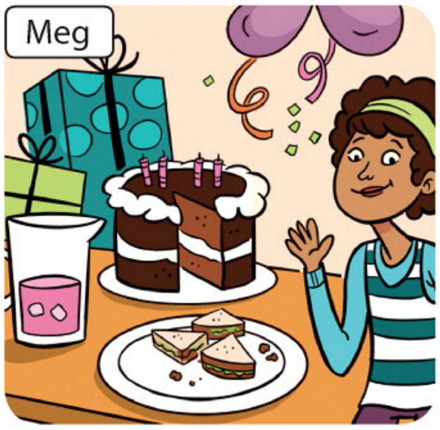
3 **Complete the sentences. Use the past simple or the past perfect.** Irregular verb list Workbook 6 page 135

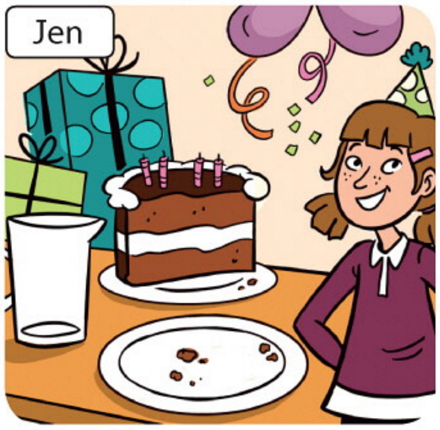
1 I went out after I had finished (finish) my homework.
2 When I got home, I remembered I ________ (leave) my bag at school.
3 After we had finished the exam, we ________ (go) home.
4 My fish were hungry because I ________ (forget) to feed them.
5 When they ________ (get) to the cinema, the film had already started.
6 We had just finished lunch when my uncle and aunt ________ (arrive).

4 **Speaking** **Talk about the pictures.**

a few / a lot of / all of	a little of / half of / all of	none of / a little of / half of
taken / the sandwiches	drunk / the juice	eaten / the cake

Ann


Meg


Jen


When she arrived, the children had drunk half of the juice.

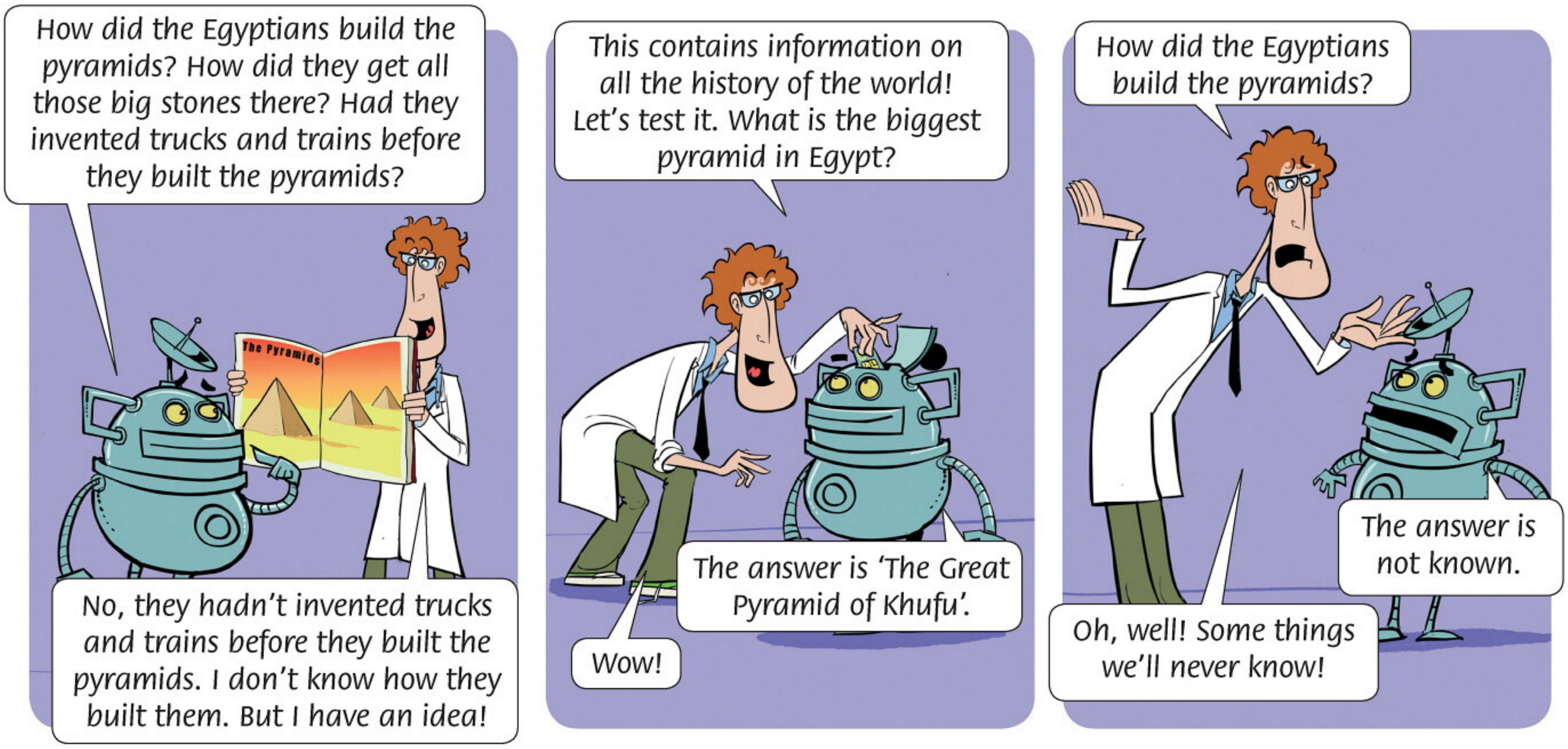
It's Meg!

Complete Grammar Time Exercise 1 on page 121 of Workbook 6.

Lesson Four Grammar 2

PROFESSOR & CHIP

1 Listen and read.
What do Chip and Professor want to know? 72


How did the Egyptians build the pyramids? How did they get all those big stones there? Had they invented trucks and trains before they built the pyramids?
The Pyramids
No, they hadn't invented trucks and trains before they built the pyramids. I don't know how they built them. But I have an idea!
This contains information on all the history of the world! Let's test it. What is the biggest pyramid in Egypt?
The answer is 'The Great Pyramid of Khufu'.
Wow!
How did the Egyptians build the pyramids?
The answer is not known.
Oh, well! Some things we'll never know!

2 Read and learn.

Past perfect: negative sentences

They hadn't invented trucks and trains before they built the pyramids.

Look! hadn't = had not

Past perfect: questions

Had people invented trucks and trains before they built the pyramids?

3 Complete the questions. Use the past perfect. V Irregular verb list Workbook 6 page 135

1 Had the film already started (start) when you got to the cinema?
2 ________ Sam ________ (finish) his homework when you arrived at his house?
3 ________ the boys ________ (visit) England before they went to London?
4 ________ your mum ________ (cook) lunch when you arrived home?
5 ________ your teacher ________ (tell) you to learn the words before she gave you the test?
6 ________ you ever ________ (see) a football match before you went last weekend?

4 Write sentences.

1 Billy woke up late because he hadn't gone to bed early (not go / to bed early).
2 He was hungry because he ____________________ (not eat / any breakfast).
3 The teacher was angry because Billy ____________________ (not do / his homework).
4 When Billy's friend arrived, he ____________________ (not finish / his lunch).
5 Billy and his friend went to the park as they ____________________ (not practise / for the match).
6 Billy and his friend didn't buy an ice cream as they ____________________ (not bring / any money).

G Complete Grammar Time Exercise 2 on page 121 of Workbook 6.

Skills Time!

Lesson Five

Reading

1 Look at the interview. When were the Nazca lines discovered?

2 Listen and read. 73

The Nazca Lines

In this interview, historian Michael Jones talks about the mystery of the Nazca Lines. Michael Jones has studied the Nazca lines for many years.

1 ____________________

The Nazca were an ancient people that lived in Peru, in South America, about 2,000 years ago. The people are well-known for creating the Nazca lines. The Nazca lines are famous all over the world, and they can still be seen clearly and easily today.

2 ____________________

They are giant sketches which the Nazca people drew in the desert in the Nazca Valley. Some of the drawings are just long, straight lines, but there were other drawings, too.

3 ____________________

No, they also drew birds, animals and figures. For example, there's a monkey, a giant condor, which is a type of bird, and a huge spider. There's also a human which has a big, round head and is known as 'the astronaut'. We don't know why they drew these objects.

4 ____________________

The desert in the Nazca Valley is made of dark red stones and soil. Underneath there is a lighter, yellow soil. The Nazca cleared away the top to show the lighter colour. The area has a very dry climate and there is little wind. Archaeologists say this is why the drawings were able to survive.

5 ____________________

We can't be sure, but it probably took hundreds of years to make so many drawings and probably hundreds or even thousands of people made them. We don't know exactly why the Nazca people made them, although they were obviously very important because they spent so long making them.

6 ____________________

The drawings were first discovered in 1927, when a plane was flying across this part of the desert. What is incredible is that because they are so huge, you can only really see them from the air. Today, people travel in small planes and look down on them, but in those days, how did they see them? It's a mystery!

3 Read again and match the questions with the answers in the interview.

a Did they only draw lines? ____

b How can we see them today? ____

c How long did it take to draw them? ____

d How did they make the lines? ____

e Who were the Nazca people? 1

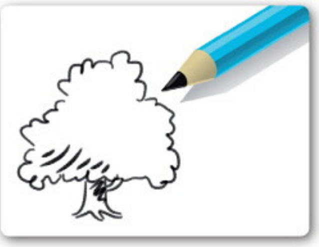
f What are the Nazca lines? ____

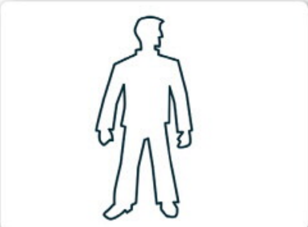
Words in context

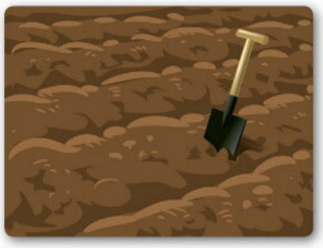
1 **Find the words in the interview to match the pictures and definitions.**

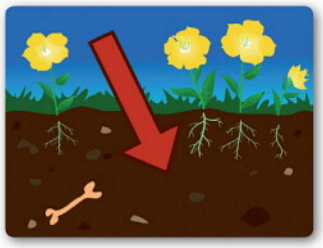
Dictionary Workbook 6 pages 126–134

1	2	3	4
noun a person who studies history	*verb* to move something to a different place because you don't need it	*noun* the normal weather that a place has	*adj* really amazing; difficult to believe
historian			

5  ______________

6  ______________

7  ______________

8  ______________

Listening

2 **Listen. What is the advert for?** 74

3 **Listen again and complete.**

1 Flights leave at 7 a.m. and 4 p.m. every day.
2 Each plane takes ______________ people.
3 Trips last one hour and ______________ minutes.
4 A guide will meet you at the ______________ in Nazca.
5 The guide shows you a ______________.
6 People should wear ______________ clothes in the desert.

Speaking

4 **Ask and answer. Use the prompts or your own answers.**

Would you like to visit the Nazca lines?	______________	Yes, I would. / No, I wouldn't.
Why?	I'm (not) interested in ______________.	ancient culture / mysteries / amazing art
Which other stories do you think are mysterious?	______________	The story of the *Mary Celeste*. / The building of the pyramids.
Why are they mysterious?	Because nobody really knows ______________.	what happened to the people / who really built them
How do you think people could solve these mysteries?	They could ______________.	look for archaeological clues / read more about the subject / visit the sites

Skills Time!

Lesson Seven

Writing

1 Look at the text. What is Stonehenge? **2** Read.

A tourist information leaflet

We write a tourist information leaflet to give information about important places to visit in our country.

In a tourist information leaflet, we include all the important information:

- when it's open
- how much it costs
- where it is

We explain what the tourist attraction is, and why it is important.

We use *It is thought …* and *Historians think …* to explain the history of a place.

We finish a tourist information leaflet by giving an exciting reason why tourists should visit.

Visit Stonehenge!

Opening times	**Prices**	**Where is it?**
9.30 a.m. – 4 p.m. (winter) 9.00 a.m. – 7 p.m. (summer)	£6.40 for adults £3.20 for children	Salisbury, England

What is Stonehenge?

Stonehenge is a huge and mysterious circle of stones in the south of England. No one is sure who built Stonehenge or why, but it is thought that people began building it around 5,000 years ago. Some historians think that the circle was built for festivals. Other historians think that it is a kind of ancient calendar. This is because of the way the sunlight falls on different stones at different times of the year.

Why visit?

Stonehenge is an incredible sight. It is amazing because of the size of the stones. The tallest stone is more than six metres high. The heaviest stone weighs about 45 tons. The stones came from hundreds of kilometres away. People didn't have transport then, so how did they move them? No one really knows! Come and visit and see what you think!

3 Read again and answer the questions.

1 Where is Stonehenge?

2 How high is the tallest stone?

4 Match.

Visit Buckingham Palace!

1 Opening times b

2 Prices ☐

3 Where is it? ☐

4 What is Buckingham Palace? ☐

5 Why visit? ☐

a London, England

b 9.45 a.m. – 6 p.m. (July–September)

c It is one of the most famous buildings in England!

d It is where the British Queen or King lives.

e £16.50 for adults; £9.50 for children

5 **Complete the writing task on page 72 of Workbook 6.**

1 Complete the quiz.

1. (noun) *facts that make you believe something is true* **What is the word?**

2. **Why does the wall of the cave fall down in the story?**

3. **Make the word into an adjective.** believe

4. **Correct the sentence.** After I had finished lunch, I had done my homework.

5. **Correct the sentence.** When I arrived at the party, everyone finished all the cake.

6. **Correct the sentence.** When I get home, I realized I had left my bag on the bus.

7. **In which country can you find the Nazca lines?**

8. (noun) *a person who studies history* **What is the word?**

9. **Circle the correct word.** It is *think / thought* that Stonehenge was built 5,000 years ago.

10. **Write two things to include in a tourist information leaflet.**

2 Listen and order the lines. Sing. 75

Mysteries of the ancient world

1 I know the Earth goes round the sun
___ I really just don't know.
___ But some things about the ancient world,
___ And I know how flowers grow.

1 How did they build the pyramids?
___ Did people study the stars?
___ When they didn't have trains or cars?
___ How did they transport stones and things

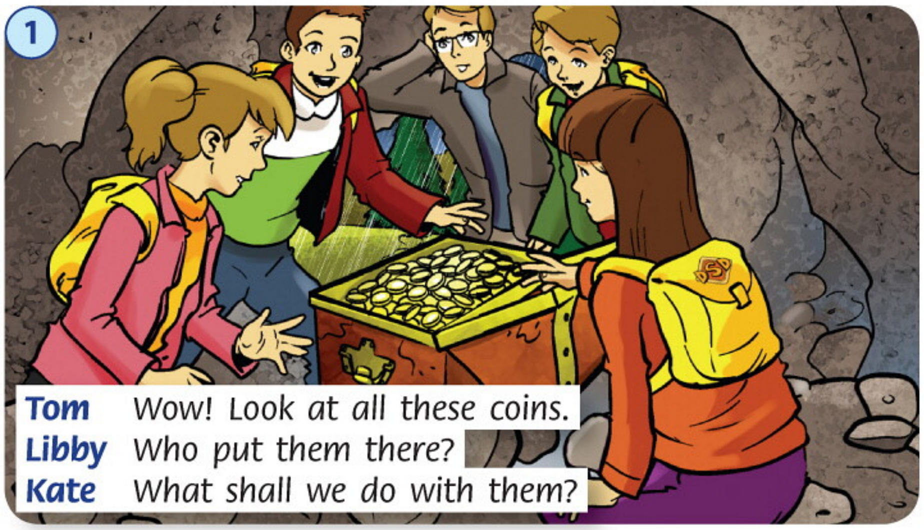
1 I know the Earth is big and round
___ I really just don't know.
___ And I know why rivers flow.
___ But some things about the ancient world,

1 Why did they build mysterious sites?
___ What were those figures and sketches?
___ Who drew the Nazca lines?
___ Were they just maps and signs?

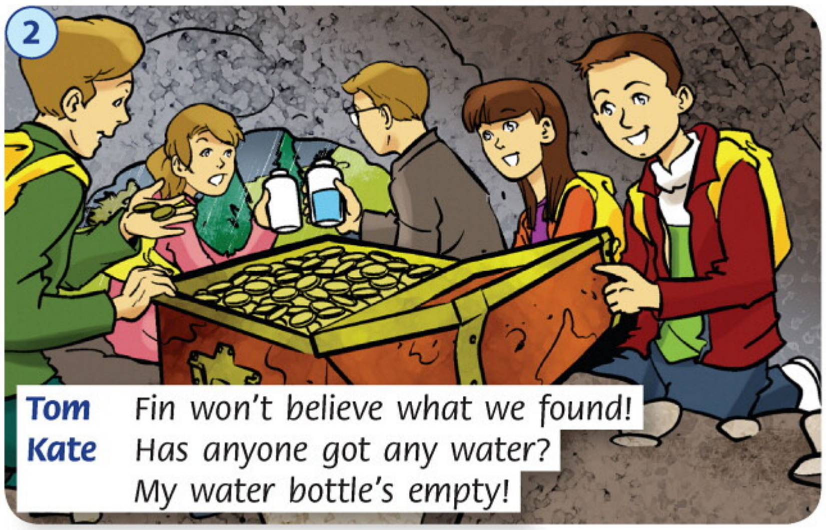
9 Survival!

Lesson One Story

1 Listen and read. Where is the treasure at the end of the story? 76

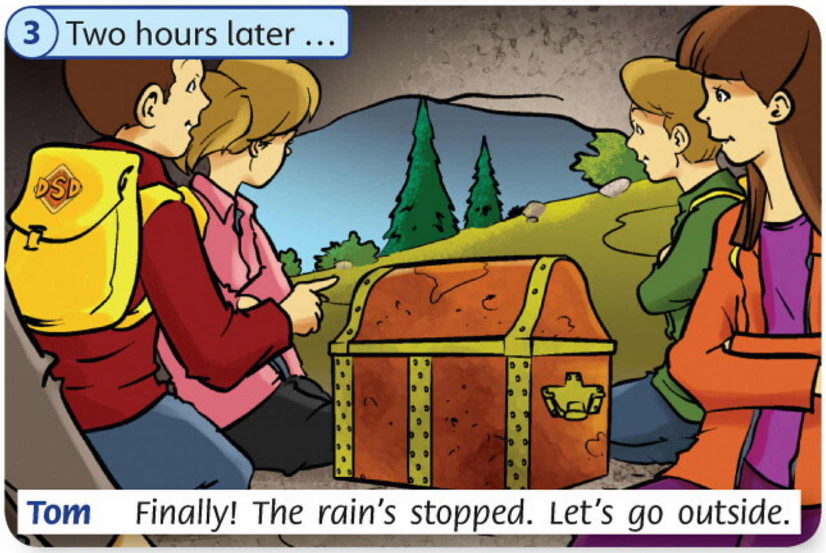


Tom Wow! Look at all these coins.
Libby Who put them there?
Kate What shall we do with them?

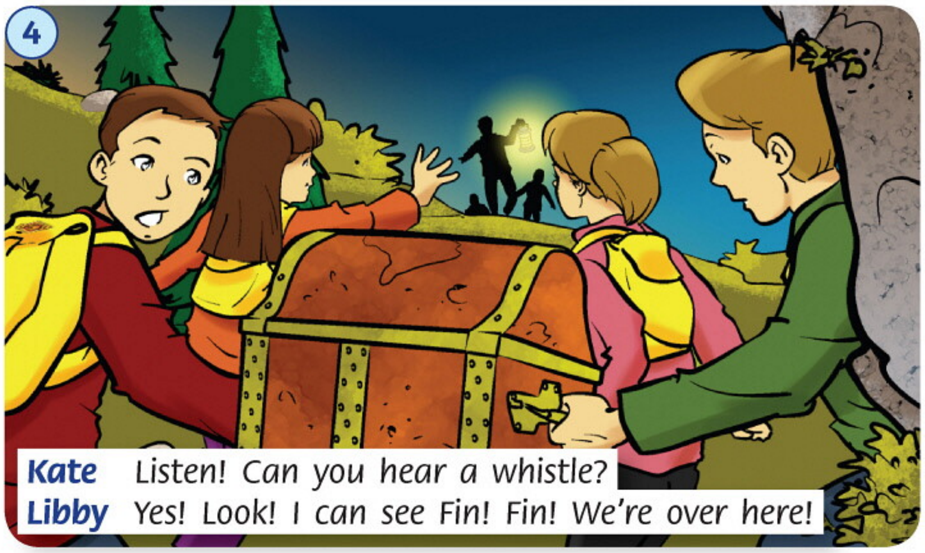


Tom Fin won't believe what we found!
Kate Has anyone got any water? My water bottle's empty!

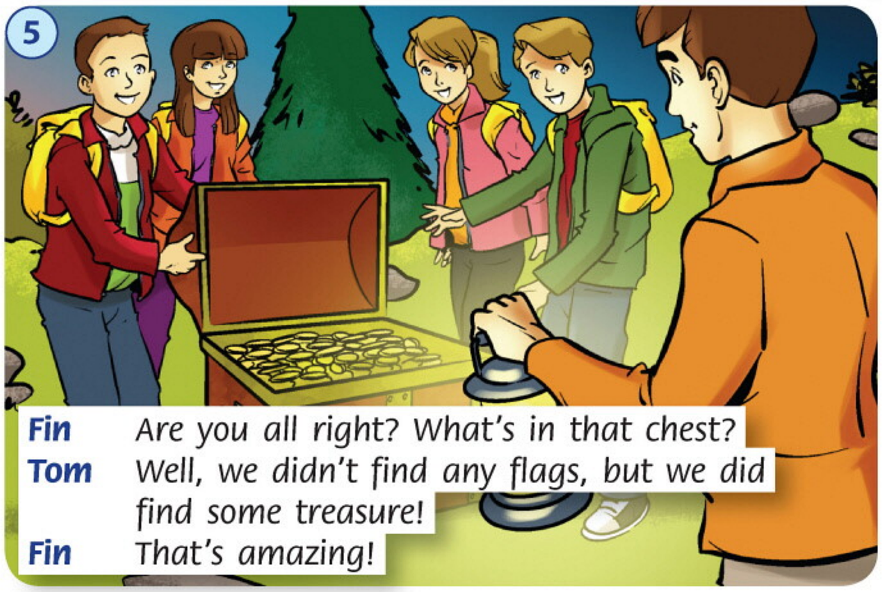
3 Two hours later …



Tom Finally! The rain's stopped. Let's go outside.

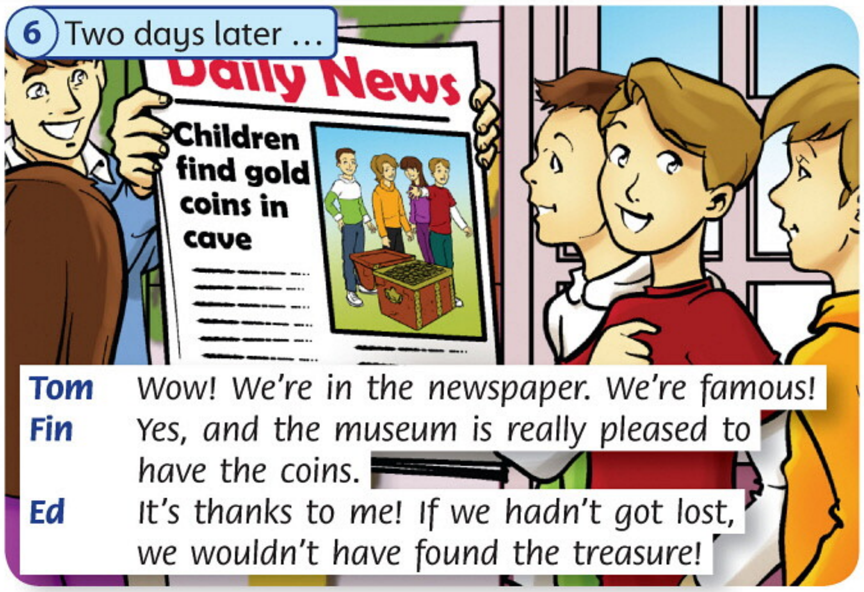


Kate Listen! Can you hear a whistle?
Libby Yes! Look! I can see Fin! Fin! We're over here!



Fin Are you all right? What's in that chest?
Tom Well, we didn't find any flags, but we did find some treasure!
Fin That's amazing!

6 Two days later …


Daily News
Children find gold coins in cave

Tom Wow! We're in the newspaper. We're famous!
Fin Yes, and the museum is really pleased to have the coins.
Ed It's thanks to me! If we hadn't got lost, we wouldn't have found the treasure!

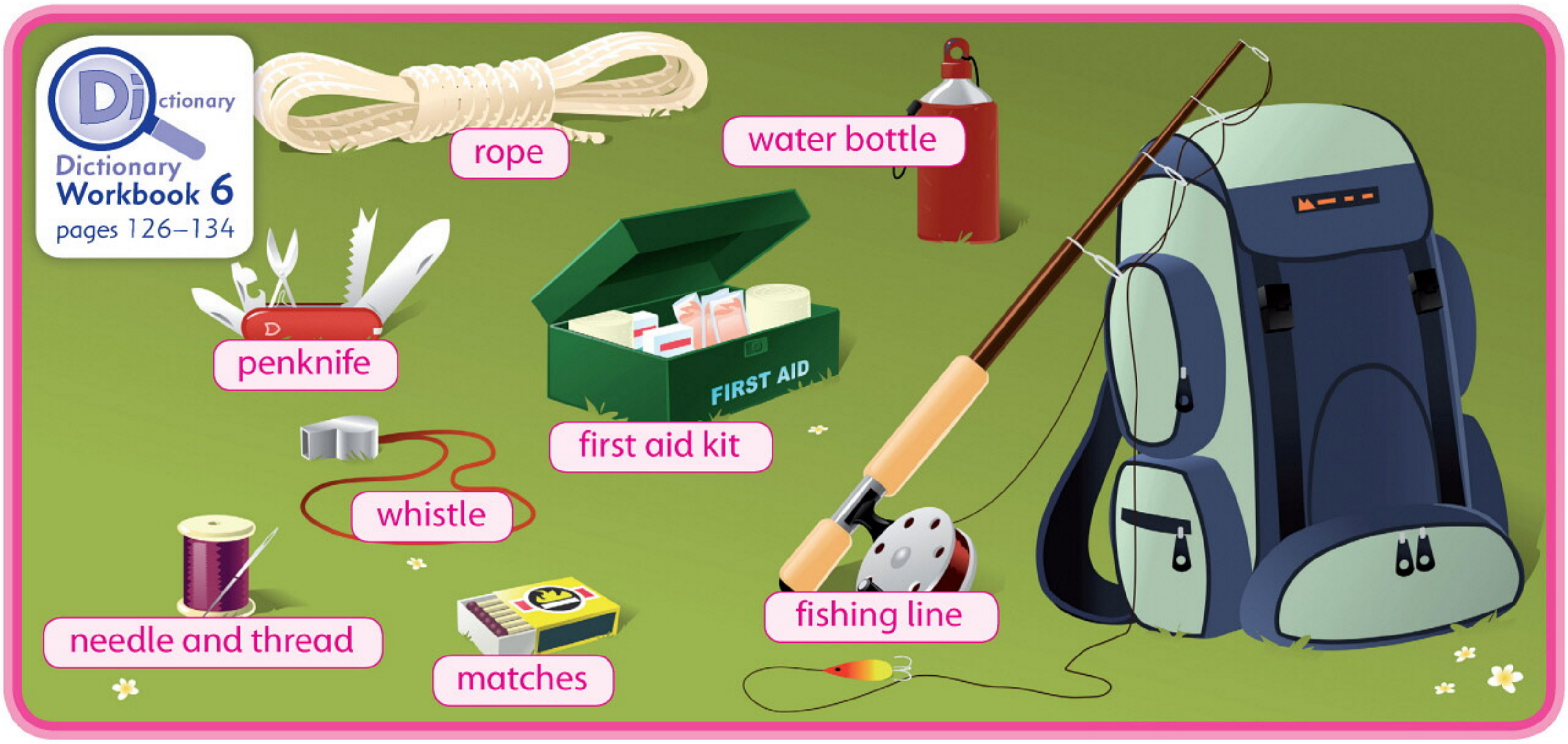
2 Listen to the story again and repeat. Act.

3 Read again and write *True* or *False*.

1 There are coins in the treasure chest. True
2 Kate's water bottle is full. ______
3 The rain doesn't stop. ______
4 Kate sees Fin before she hears his whistle. ______
5 The children are in the newspaper. ______
6 Ed is pleased they got lost. ______

Lesson Two **Words**

1 Listen and repeat. 77



Dictionary Workbook 6
pages 126–134

2 Write the words.

1 You use a _fishing line_ to catch fish.
2 You can climb up a ______.
3 You can drink from a ______.
4 You use ______ to light a fire.
5 You blow a ______ to make a sound.
6 You can use a ______ to cut things.
7 You need a ______ if you hurt yourself.
8 You can use a ______ to make or fix clothes.

Working with words

Homophones are words that sound the same but have different spellings and meanings:

flour ***noun***	**hear** ***verb***	**buy** ***verb***	**seen** ***pp***	**meat** ***noun***	**sea** ***noun***
flower ***noun***	**here** ***adv***	**by** ***prep***	**scene** ***noun***	**meet** ***verb***	**see** ***verb***

Dictionary Workbook 6
pages 126–134

3 Listen and repeat. 78

4 Write the words.

1 **sea / see**
A Can you _see_ my mobile phone? I can't find it.
B We're going to the _sea_ for our summer holiday.

2 **buy / by**
A I'm going to ______ some new jeans today.
B We live ______ the sea.

3 **hear / here**
A Please come ______. I need to speak to you.
B Listen! Can you ______ a noise?

4 **meat / meet**
A My friend Jenny doesn't eat ______.
B I would like you to ______ my friend, Tom.

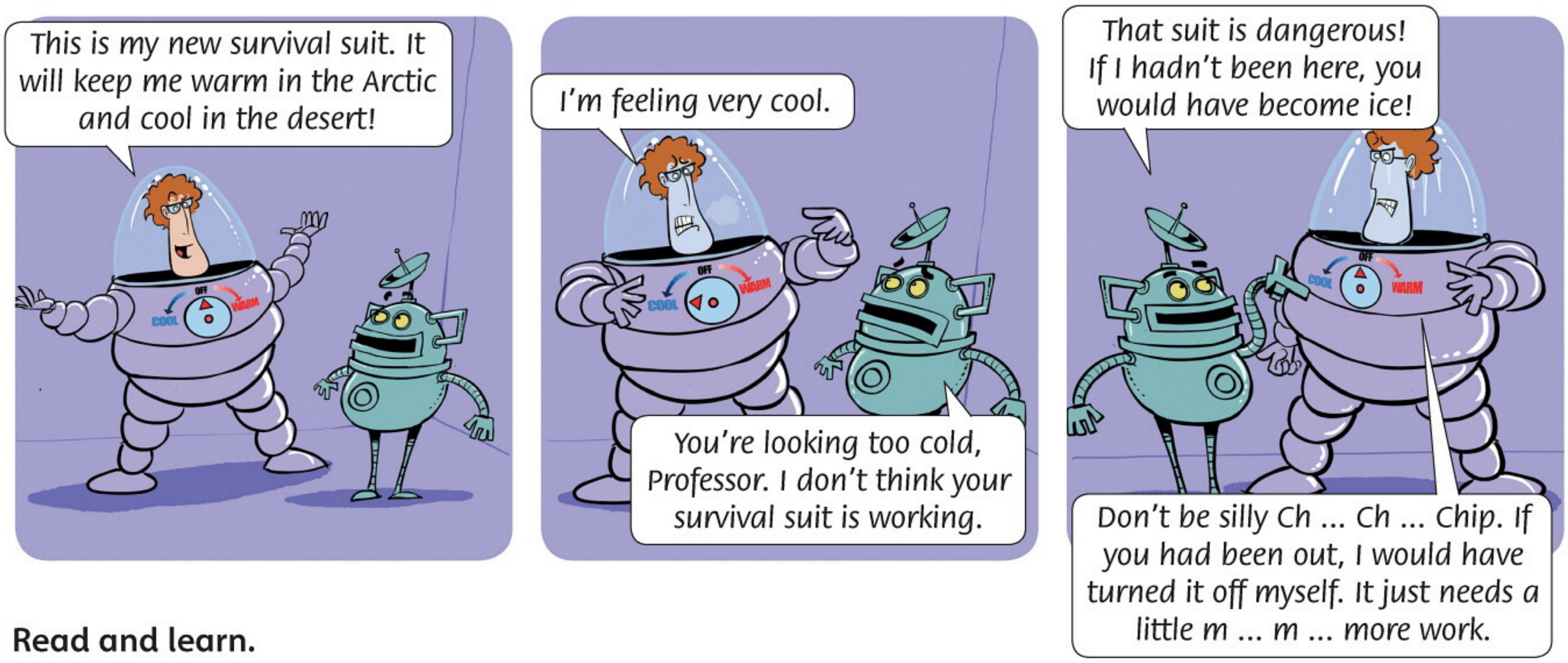
5 **flour / flower**
A You need eggs and ______ to make a cake.
B A rose is a beautiful, red ______.

6 **seen / scene**
A Have you ______ Max today?
B It's my favourite ______ in the film.

Lesson Three Grammar 1

PROFESSOR & CHIP

1 Listen and read. What has Professor invented? 79


This is my new survival suit. It will keep me warm in the Arctic and cool in the desert!
OFF
COOL
WARM
I'm feeling very cool.
You're looking too cold, Professor. I don't think your survival suit is working.
That suit is dangerous! If I hadn't been here, you would have become ice!
Don't be silly Ch ... Ch ... Chip. If you had been out, I would have turned it off myself. It just needs a little m ... m ... more work.

2 Read and learn.

Third conditional

Use the third conditional to talk about impossible situations. They are impossible because they are in the past and we cannot change what has happened.

If I hadn't been here, you would have become ice.
If you had been out, I would have turned it off myself.
If you hadn't been here, I wouldn't have worn the suit.
If I hadn't turned it off, you wouldn't have survived.

Look!
If the machine had worked, he would have been happy.
He would have been happy if the machine had worked.

3 Read and match.

1 If they had listened to the teacher, d
2 If you had got up earlier, ☐
3 They wouldn't have got lost ☐
4 If I hadn't forgotten my mobile phone, ☐
5 I would have bought you a present ☐
6 If you hadn't forgotten your jacket, ☐

a you wouldn't have been cold.
b if I had known it was your birthday.
c I would have called you.
d they would have understood the lesson.
e you wouldn't have arrived late.
f if they had taken a map.

4 Complete the sentences. Use the third conditional.

V Irregular verb list Workbook 6 page 135

1 If we had played better, we would have won (win) the match.
2 She ____________ (pass) the test if she had worked harder.
3 You wouldn't have been tired all day if you ____________ (go) to bed earlier.
4 If the boys ____________ (not play) football today, they would have been bored.
5 I ____________ (not buy) this CD if I'd known it was so bad.
6 If you'd gone to the beach today, you ____________ (have) a good time.

G Complete Grammar Time Exercise 1 on page 121 of Workbook 6.

1 **Listen and read. What is the information for?** 80

Trekking in the Jungle – Information

Advice

- You should wear light clothes and strong boots. You should also wear a big hat as the sun is very hot in the jungle.
- You shouldn't bring valuable possessions such as jewellery, but you ought to bring a camera because you will want to take lots of photos!

Rules

- You must stay with your guide at all times. DO NOT walk into the jungle on your own.
- You mustn't pick up or touch ANY animals. Some of these will be dangerous.

What to bring

- You don't have to bring any food, but you have to bring a water bottle. Drinking water is VERY important when it's hot.

2 **Read and learn.**

Modal verbs

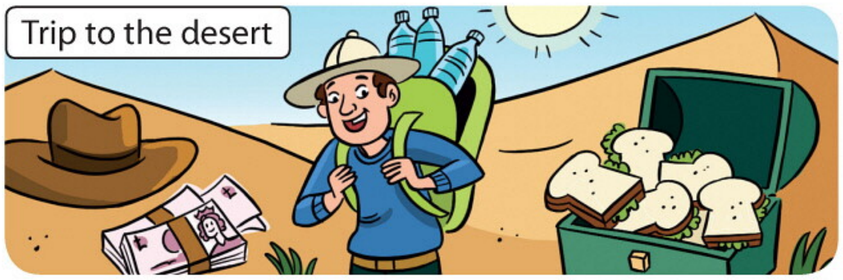
Use *have to* / *don't have to* to talk about something that is necessary or unnecessary.
You don't have to bring any food, but you have to bring a water bottle.
Use *must* / *mustn't* for rules.
You must stay with your guide at all times.
You mustn't pick up or touch any insects or animals.

Use *should* / *shouldn't* or *ought to* / *ought not to* for advice.
You should wear light clothes and strong boots.
You shouldn't bring valuable possessions.
You ought to bring a camera.
You ought not to bring jewellery.

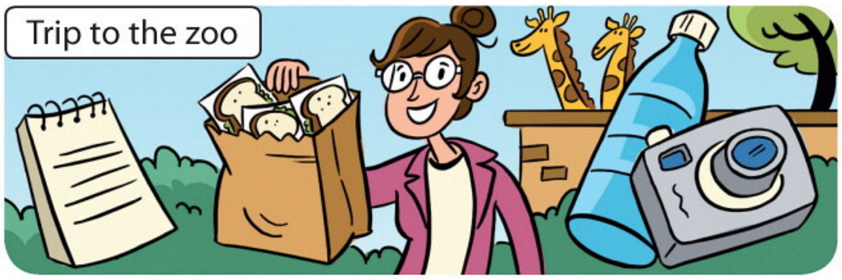
3 **Read and circle.**

1 You [✓ *must*] / *ought to* switch off mobile phones at the cinema. This is a rule.
2 You *should* / *don't have to* listen to instructions in class or you won't understand.
3 You *have to* / *mustn't* talk when the teacher is talking. It's very rude.
4 You *ought not to* / *don't have to* be at school ten minutes early, but it's a good idea.
5 My mum says I *have to* / *shouldn't* stay up late on school days because I'll be tired.

4 **Speaking** **Ask and answer.**


Trip to the desert

must / take sandwiches
don't have to / take a water bottle
should / take a hat
ought to / take some money


Trip to the zoo

don't have to / take sandwiches
must / take a water bottle
should / take a notebook
ought to / take a camera

You ought to take some money.

It's the trip to the desert.

Complete Grammar Time Exercise 2 on page 121 of Workbook 6.

Skills Time!

Lesson Five

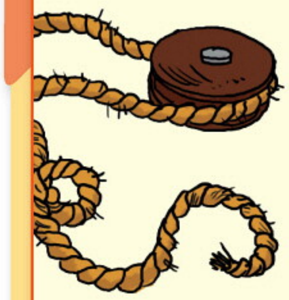
Reading

1 Look at the text. What happened to Robinson Crusoe's ship?

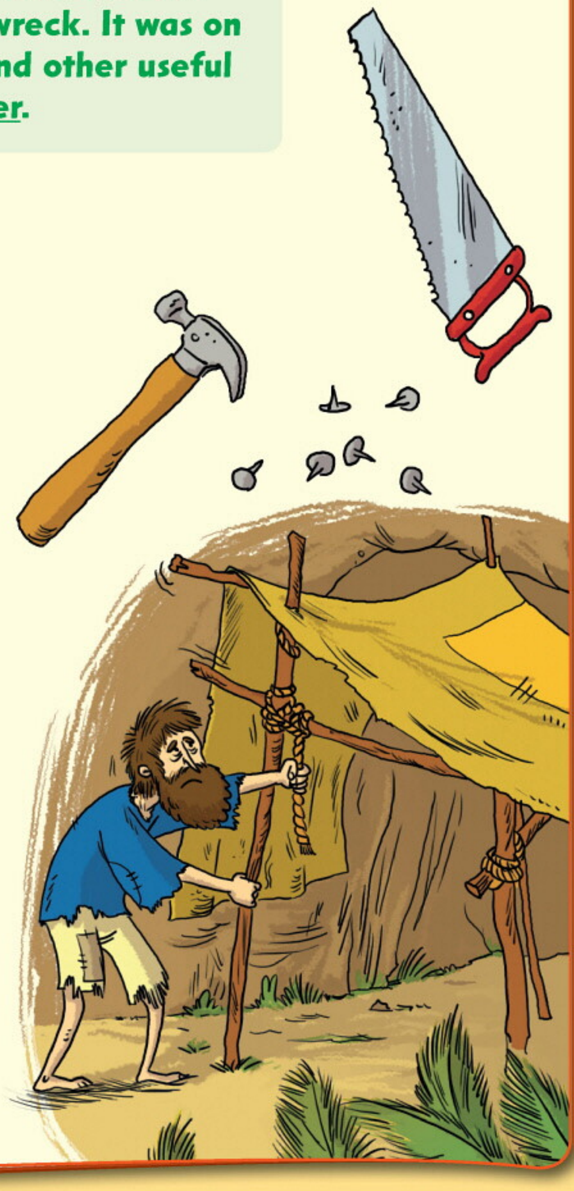
2 Listen and read. 81

Robinson Crusoe

by Daniel Defoe



Robinson Crusoe was sailing to Africa when his ship hit the rocks in a terrible storm. He swam to the shore and discovered he was the only survivor. The next day, he swam out to his shipwreck. It was on some rocks near the island. He brought back tools and other useful supplies. Then he looked for a place to build a shelter.



There were some hills around me, so I decided to build myself a little house on one of them. I walked to the top of the highest hill and looked down. I was very unhappy, because I saw then that I was on an island. There were two smaller islands a few miles away, and after that, only the sea. Just the sea, for mile after mile after mile. I was all alone.

After a time, I found a little cave in the side of the hill. In front of it, there was a good place to make a home. So I used the ship's sails, rope and pieces of wood, and after a lot of hard work, I had a very fine tent. The cave at the back of my tent was a good place to keep my food, and so I called it my 'kitchen'. That night, I went to sleep in my new home.

The next day, I thought about the possible dangers on the island. Were there wild animals, and perhaps wild people, too, on my island? I didn't know, but I was very afraid. So I decided to build a very strong fence. I cut down young trees and put them in the ground, in a half-circle around the front of my tent. I used many of the ship's ropes, too, and in the end my fence was as strong as a stone wall. I felt safer when I'd finished the fence. No one could get over it, through it or round it.

3 Read again and write the answers.

1 Was Crusoe sailing to the US at the time? No, he wasn't.
2 Was he the only survivor from the ship? ____
3 Did he take some tools from the ship? ____
4 Did he keep his food in his tent? ____
5 Was he worried about wild animals? ____
6 Did he make his fence from stones? ____

Words in context

1 Find the words in the story. Write.

Dictionary
Workbook 6
pages 126–134

storm survivor supplies shelter sails fence cut down ~~wall~~

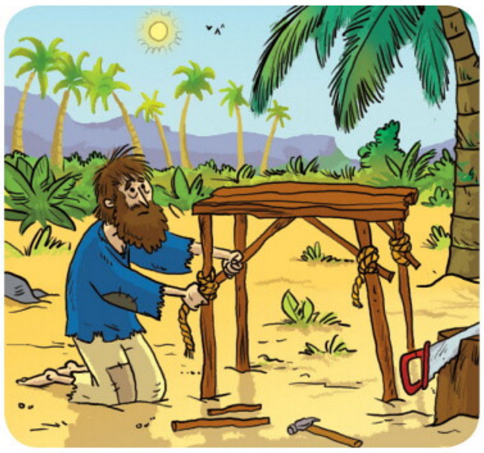
1 There is a wall around our house.
2 My dad ______________ the tree because it was too big.
3 We had plenty of ______________; lots of food and good tools.
4 When the boat sank, there was only one ______________. Everyone else died.
5 There was a terrible ______________ with strong winds and rain.
6 We put up the ______________ on the boat.
7 We made a ______________ from leaves and sticks.
8 We have a little white ______________ around our garden.

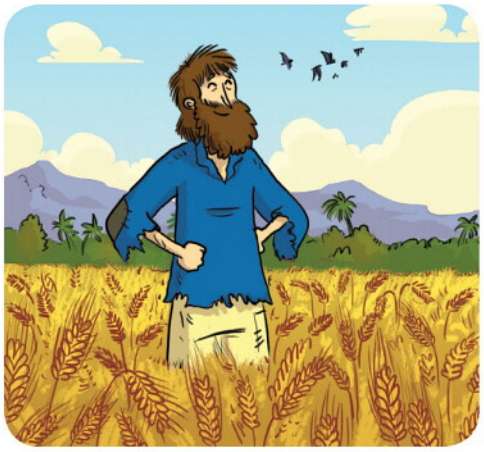
Listening

2 Listen. What food did Robinson Crusoe make to eat? 82

3 Listen again and number the events in the correct order.

a He made his own food. ☐
b He grew something. ☐
c He learnt to make furniture. 1
d He put fruit in the sun to dry. ☐
e He found some trees with fruit. ☐





Speaking

4 Ask and answer. Use the prompts or your own answers.

How would you feel if you were shipwrecked on a desert island?	*I'd feel ______________.*	frightened / lonely / brave
What would you do first?	*I'd ______________.*	look for food and water / build a home / explore the island
What would you use to make your shelter?	*I'd use ______________.*	leaves / wood / trees / rope
What would you eat?	*I'd eat ______________.*	fruit / fish / plants / meat
How would you try to escape?	*I'd ______________.*	build a raft or a boat / make a fire to attract passing ships

Skills Time!

Lesson Seven

Writing

1 Look at the text. What is it about?

2 Read.

An advice text

We can write to give advice about different things. We can use a concept map to plan a text.

IF YOU FIND YOURSELF ON A DESERT ISLAND, HOW DO YOU SURVIVE?

HERE ARE SOME TIPS!

DRINKING

- You need to find fresh water! Walk along the beach until you find a river. Follow it away from the sea and you will usually find faster moving water that you can drink.

EATING

- Next, you need to eat. You will find plants around the river. There will also be fish. Make a fishing line, so that you can catch them. You can use thin pieces of wood and thread from your clothes.

SLEEPING

- And what about somewhere to sleep? You will need a shelter. Use rocks, leaves and parts of a tree to build a small home.

KEEPING WARM

- Make a fire in order to stay warm. You can also use it for cooking and for keeping wild animals away.

GETTING RESCUED

- You will want to be rescued! If you put plants on your fire, they will make a lot of smoke. Someone might see it and come to find you!

Use bullet points to show each piece of advice clearly.

Use headings to make the information easy to find.

Use *in order to* and *so that* to explain why we need to do something.

Use imperatives to give instructions.

Keep sentences short and simple, and avoid unnecessary adjectives.

3 Read again and answer the questions.

1 What's the best place to get fresh water?

2 Why should you make a fire?

4 Match.

How to survive trekking in the mountains.

1 Take a lot of clothes so that c

2 Take matches in order to ☐

3 Take a torch in order to ☐

4 Take plenty of water so that ☐

a see at night-time.

b light a fire.

c you don't get cold.

d you don't get thirsty.

5 **Complete the writing task on page 80 of Workbook 6.** page 80

1 Complete the quiz.

1 (noun) *you can use these to light a fire* **What is the word?**

2 **How do they first hear Fin in the story?**

3 **Choose the correct spelling.** *flour / flower* = You use this to make bread.

4 **Circle the correct answer.** If I'd got up earlier, I wouldn't *had / have* been late for school.

5 **Circle the correct answer.** I wouldn't have been hungry if *I'd had / I did have* breakfast this morning.

6 **Circle the correct word.** You *mustn't / don't have to* run at school. It's a rule.

7 **Where does Robinson Crusoe find tools?**

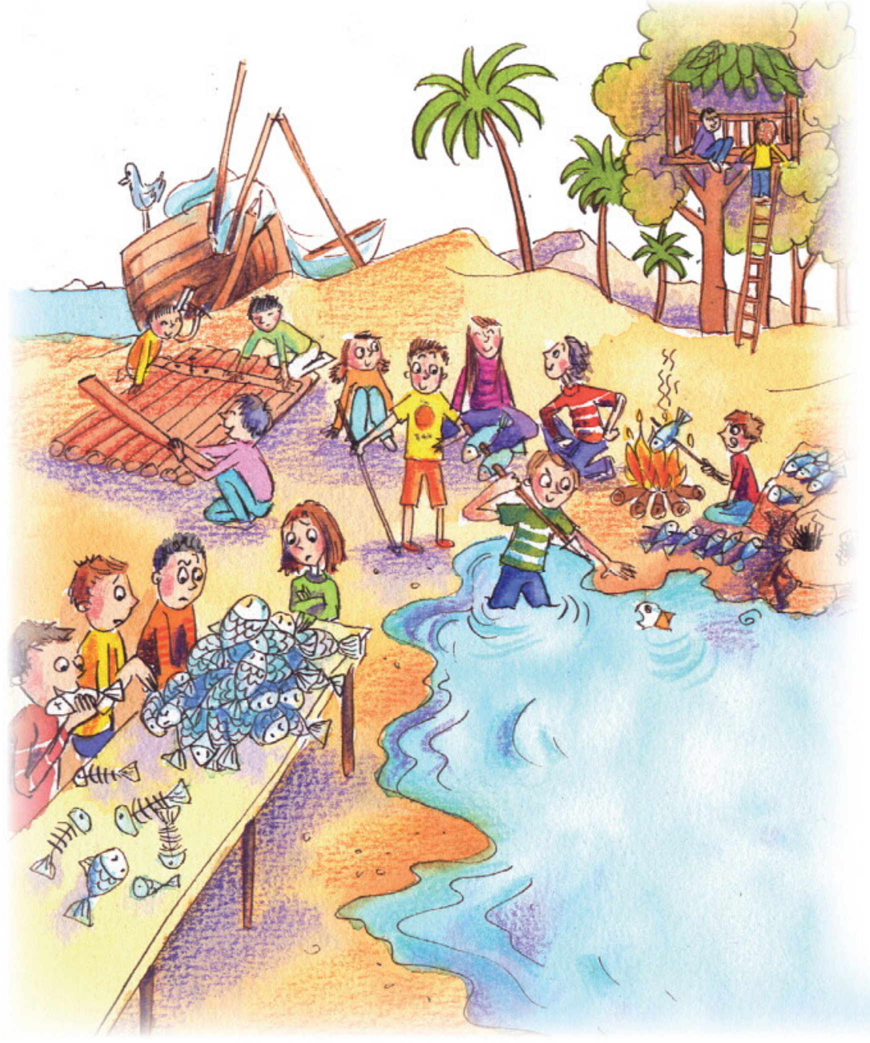
8 (noun) *very bad weather with wind and rain* **What is the word?**

9 **Circle the correct answer.** Take an umbrella *so that / in case* it rains.

10 **Complete the sentence.** Wear a hat ________ keep warm.

2 Listen and write. Sing. 83

storm float shelter ~~shipwrecked~~ voyage boat sea tree



Shipwrecked on an island

We're [1] shipwrecked *on an island,*
In the middle of the deep blue [2] ________.
We eat fruit and plants for breakfast and lunch,
And fish every day for tea.

Chorus:
If we hadn't gone on a [3] ________,
If there hadn't been a [4] ________ *at sea,*
We wouldn't have been shipwrecked on an island,
Eating fish every day for tea.

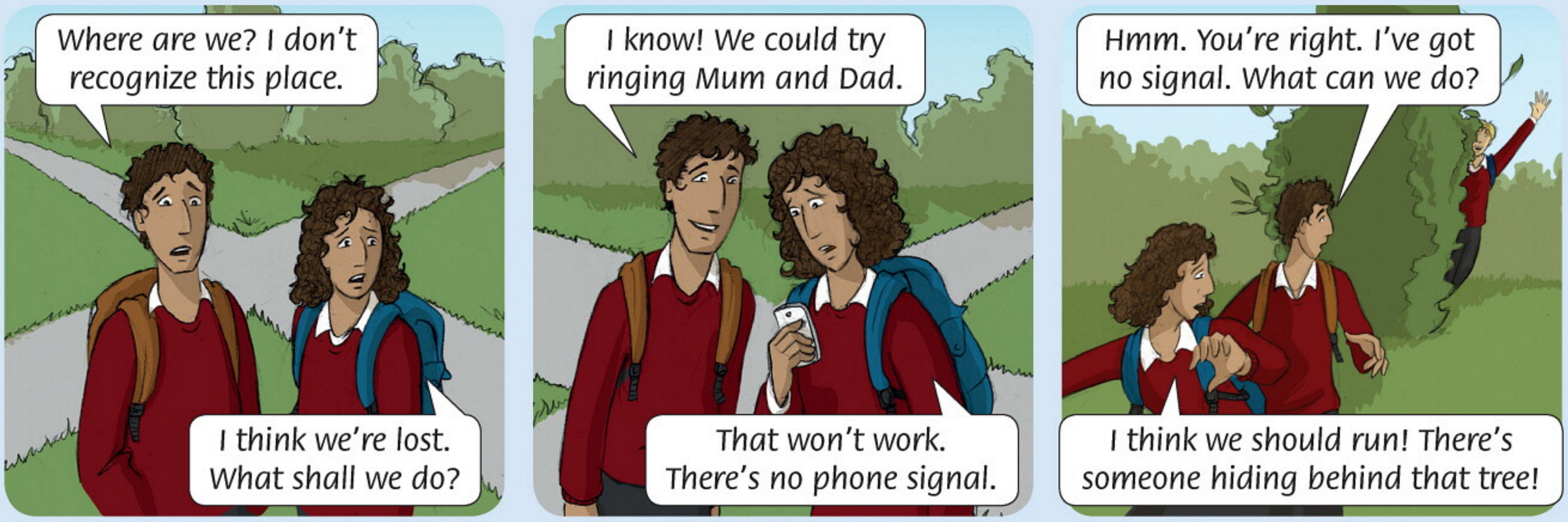
We're shipwrecked on an island,
In the middle of the deep blue sea.
We sleep in a [5] ________ *that's made of leaves,*
At the top of a very tall [6] ________.

We're shipwrecked on an island,
In the middle of the deep blue sea.
But we've made a [7] ________ *that we think will*
[8] ________,
And soon we will be free!

Fluency Time! 3

Everyday English

1 Listen and read. 84


Where are we? I don't recognize this place.
I think we're lost. What shall we do?
I know! We could try ringing Mum and Dad.
That won't work. There's no phone signal.
Hmm. You're right. I've got no signal. What can we do?
I think we should run! There's someone hiding behind that tree!

We use these phrases for solving problems.

What shall we do?

What can we do?

What do you think we should do?

I know! We could try ringing Mum and Dad.

I think we should run!

That won't work! / That's a good idea! / I'm not so sure.

2 **Listening** Listen to the conversations and write the solutions. 85

①
Problem: No sun cream
Suggestion: I think we should *get out of the sun.*

②
Problem: No bus fare
Suggestion: You could try ______________.

③
Problem: Lost in the countryside
Suggestion: ______________

④
Problem: No phone signal
Suggestion: ______________

3 **Speaking** Ask and answer. Use the prompts or your own answers.

school's closed / everyone's gone home / gates are locked

I need to phone my dad, but I've lost my mobile! What shall I do?

I know! We could try ______________.

look for it / use school phone / borrow friend's phone

That's a good idea! / That won't work.

no trains / live too far away / not at home

I missed the last bus. What can I do?

I think you should ______________.

phone parents / go friend's house / catch train

That's a good idea! / That won't work.

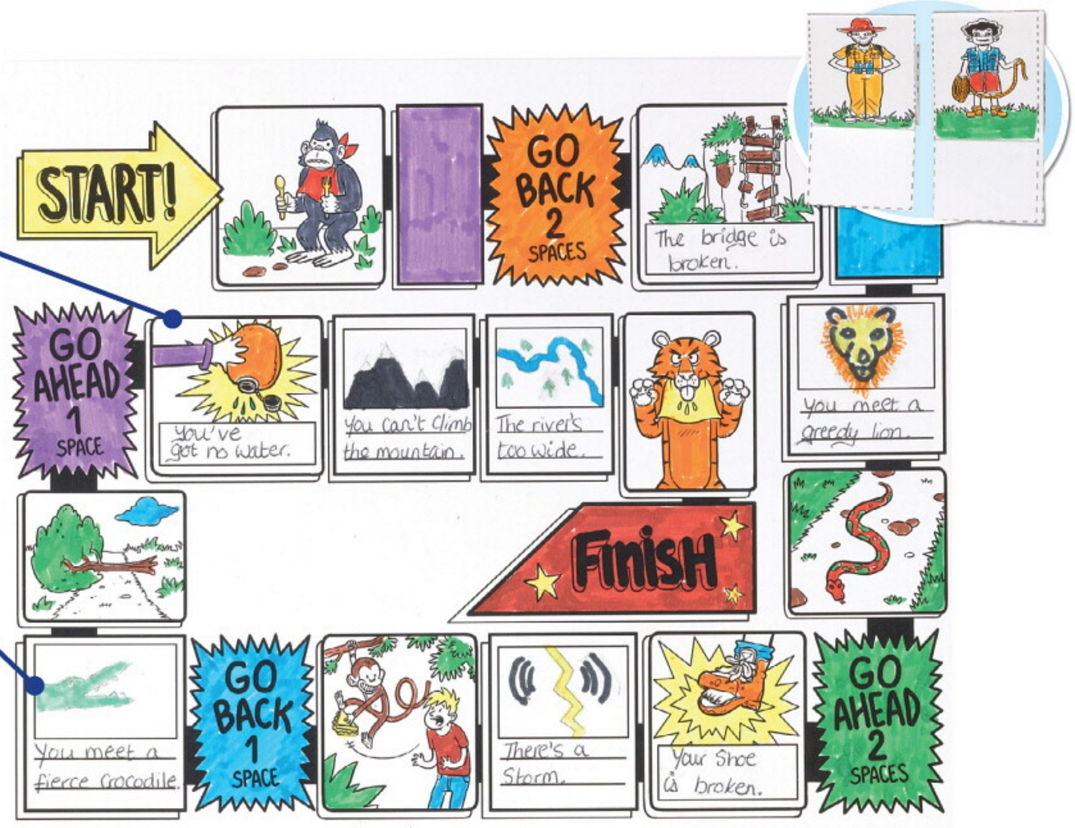
Watch the DVD!

1 Look at the story again. Act.

2 Make a survival game.

① Look at the problems on the game. Write the problems in the spaces. Think of five more.

② Draw and write the new problems in the spaces.


START!
GO BACK 2 SPACES
The bridge is broken.
GO AHEAD 1 SPACE
You've got no water.
You can't climb the mountain.
The river's too wide.
You meet a greedy lion.
FINISH
You meet a fierce crocodile.
GO BACK 1 SPACE
There's a storm.
Your shoe is broken.
GO AHEAD 2 SPACES

③ Play the game: spin the spinner, move your counter. If you land on a problem, say what you should do.

I think we should run away!

We could try giving it our sandwiches!

3 **Speaking** Play the game with a partner. Ask and answer.

Look! There's a hungry tiger. What shall we do?.

That won't work. Tigers can climb trees, too. I think ...

We could try climbing a tree.

That's sounds like a good idea!

4 **Speaking** Tell the class about your project.

What problems did you have?

What did your partner suggest?

Did you agree?

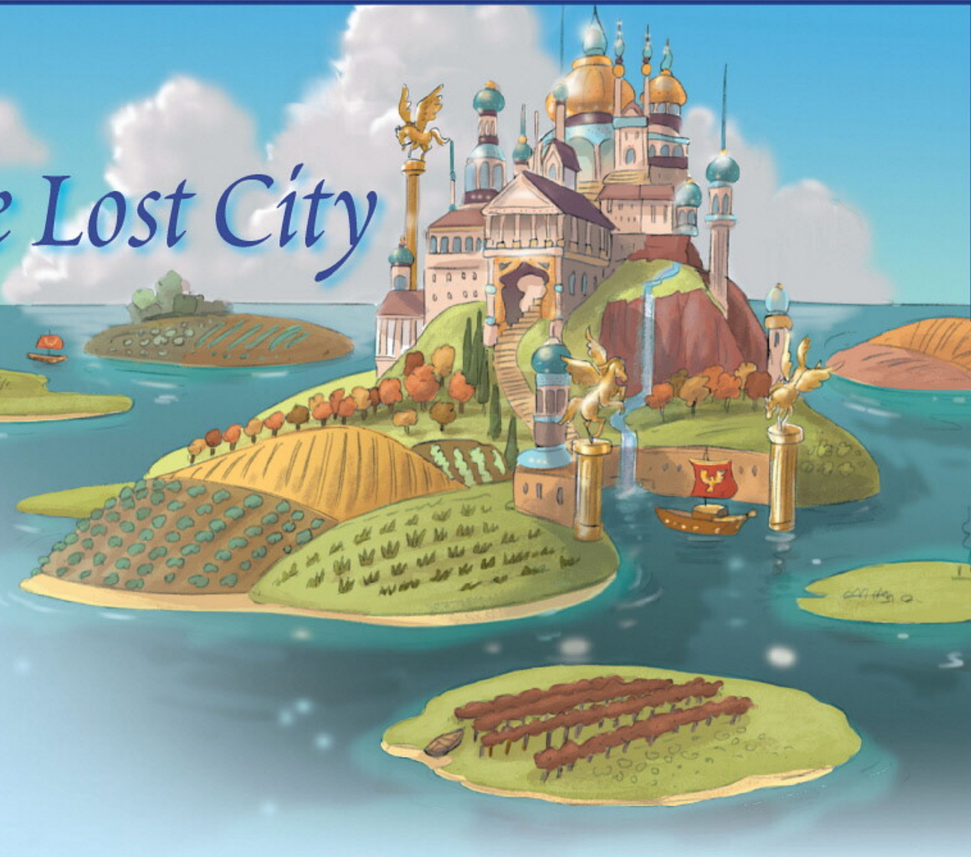
This is my game. The first problem was meeting a hungry hippo. Maria suggested running away, but I thought ...

Extensive reading: non-fiction

1 Look at the text and the pictures. What do you think this place is?

2 Listen and read. 86

Atlantis: The Lost City



The story of Atlantis is one of the oldest and most interesting mysteries in the world. Many people have written books about it and made films, too. So, how did the story begin? Well, more than 2,000 years ago, a famous Greek writer called Plato wrote a story about a beautiful island in the Atlantic Ocean. He called it the Island of Atlantis.

Plato described the people and the island in a lot of detail. He said that the people were very rich and successful. He said there were talented engineers and architects who built fantastic palaces, houses, harbours and tunnels all over the island. They built the capital city on a hill and this was surrounded by five rings of water and land. All around the city were fields and mountains. The people were very good at farming. They kept animals in their fields and grew many different things, so there was always lots of food on the island. There was also lots of fresh water and the farmers built a system for watering their fields.

The richest people on the island lived in the highest mountains. Plato described the amazing buildings they lived in. He said that there were beautiful fountains with hot and cold water, gold statues and stone walls covered in precious metals and jewels.

In the story of Atlantis, Plato described how clever and peaceful the people were. They loved art and beautiful things, and they lived happily and successfully together. He said that they were friendly with their neighbours on the different islands and never went to war. But then he described how they changed. As they grew richer, the people of Atlantis became selfish and greedy. They started to argue and fight with each other and the people from the other islands.

Then, one day, something terrible happened. There was a huge earthquake and great waves covered the island of Atlantis until it disappeared under the sea. In the story, Plato said that this was a punishment because the people had become so bad.

For over 2,000 years, everyone thought the Island of Atlantis was just a fantastic story. Then, in the late 1800s, people started to think differently. It all started with an American man named Donnelly. He was a politician and a writer, and he became very interested in the story of Atlantis. He started to think that Plato had described a real place and a real tragic event.

3 Read again and answer the questions.

1 Who wrote about the Island of Atlantis?
2 What were the people on the island like at first?
3 In the story, what happened to the island?
4 What did they find on Thera in the 1960s?

4 Discuss.

1 Do you think the Island of Atlantis is real or just a story? Why?
2 Do you enjoy reading about mysteries? Why (not)?
3 Do you know about any other mysteries? What are they?

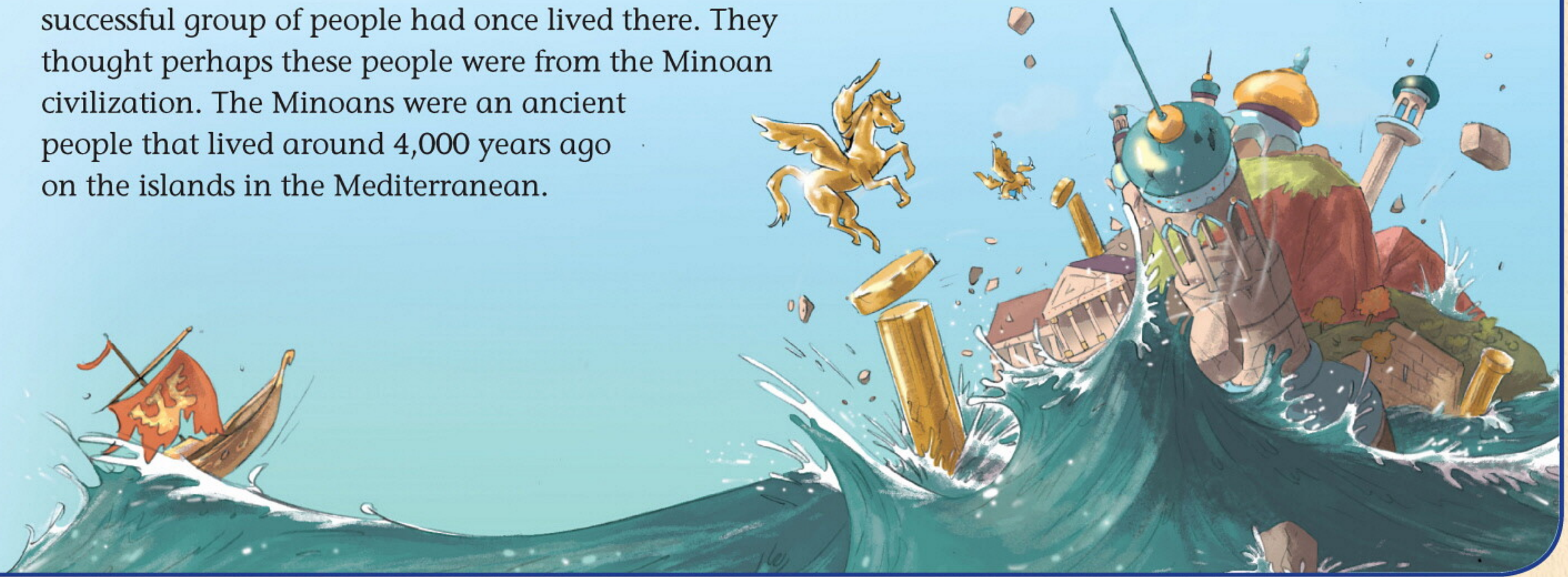
Donnelly studied the history of floods and natural disasters from Egypt to Mexico. He studied things that had happened thousands of years ago. Then he wrote a book and explained his ideas. He thought the story was about a real natural disaster. Perhaps there was a hurricane or an earthquake in the Atlantic Ocean near the island at this time. Perhaps it destroyed the island of Atlantis and all its people. Donnelly's book was very popular, and more and more people started to think that the Island of Atlantis was a real place. They started to have different ideas about where it might be and what had happened to it.

Then, in the late 1960s, there was a new idea. A Greek historian discovered the ruins of an ancient city on the Greek island of Thera, which is also called Santorini. This Greek island is famous for its volcano. When the historian and his team examined the ruins of the ancient city, they found streets, buildings, pottery and colourful wall paintings. All of these things were amazing, and they decided that a very successful group of people had once lived there. They thought perhaps these people were from the Minoan civilization. The Minoans were an ancient people that lived around 4,000 years ago on the islands in the Mediterranean.

The historian and his team also decided that the ancient city on the island had been destroyed and buried by a volcanic eruption. So, was Thera the island that Plato had described in his books? Was Thera the Island of Atlantis?

Not everyone believes that the ruins on the island of Thera are the ruins of Atlantis. Many people think the ruined island lies far beneath the sea in a different part of the world. Some people say it's near the Andes Mountains, in Bolivia. Others say it's close to Florida in the US. Other people think it was lost somewhere in Central America, the China Sea or Africa.

Of course, there are many more people that believe Atlantis is just a story. They say it was just a part of Plato's imagination. Whatever you think, the story of Atlantis is a great story and a great mystery.



Extensive reading: fiction

1 Look at the pictures. What are the children doing?

2 Listen and read. 87

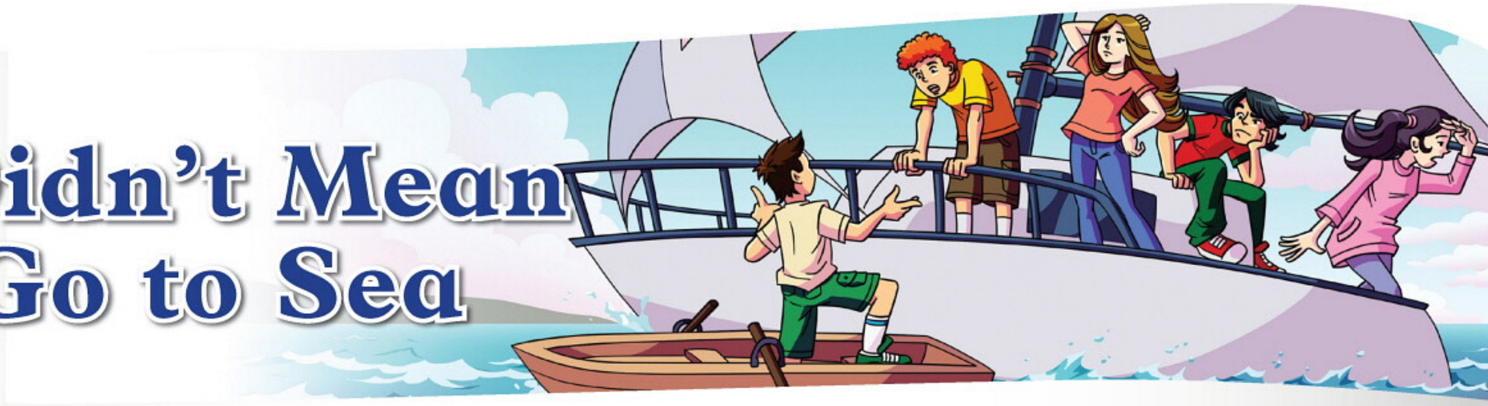
3 Read again and answer the questions.

1 Why are the children alone on the boat?

2 Why can't Jon turn the boat around?

3 Why can't the people on the ferry see the children's boat?

4 Who does the man on the ferry think the children are?



We Didn't Mean to Go to Sea

What has happened so far ...

Jon, Susan, Roger and Kitty Walker were staying by a river. They met a young man called Jim Brading, who invited them to go sailing on his sailing boat. Their mother agreed, but told them to stay on the river and not to go out to sea. The children sailed to the mouth of the river, but then the wind died. They tried to use the boat engine to go back up the river, but there wasn't any petrol! Jim rowed to land to get some more. While he was gone, fog suddenly appeared, and then the children realized they were floating out to sea. They decided they had to wait until morning before they could return to the shore. But, when the fog finally disappeared, the rain started.

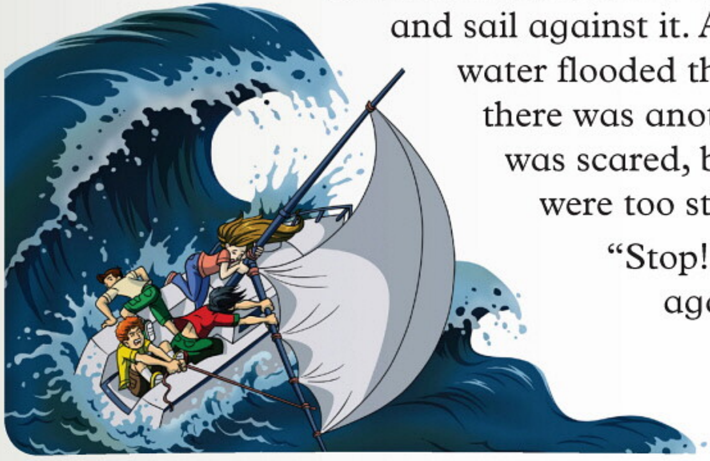
At first, the rain was not too heavy, but then the wind quickly became strong and, out of the west behind them, came a white wall of rain, falling down into the sea. It was still too dangerous to think of going back because they couldn't see anything through the rain. So, they went on, and the wind blew them further and further from the land. When it finally stopped raining, the sky in front of them was already growing dark, and the boat was sailing faster and faster through the tall waves.

"Let's turn back now," said Susan.

Jon took a deep breath. He wasn't sure that he could find his way back, but he didn't say this to the others. "All right," he said. "I'll turn the boat around now."

The next moment, terrible things began to happen. When you are sailing with the wind behind you, you never really know how hard the wind is blowing. It's very different when you turn and sail against it. As the boat turned into the wind, a wave broke over it and water flooded the boat. Up the boat came again, then down again, and then there was another big wave. The children were soon knee-deep in water. Jon was scared, but he tried to steer the boat against a sea and a wind that were too strong for him.

"Stop! Jon! Stop it!" cried Susan, at last. "We'll have to turn round again! We can't do this!" Susan, almost shaken to pieces by the boat's new violent movement, lay across the side and was terribly sick.



4 Discuss.

1 Did you enjoy the extract from the story? Why (not)?
2 What do you think happens at the end of the story?
3 Would you like to go sailing? Why (not)?

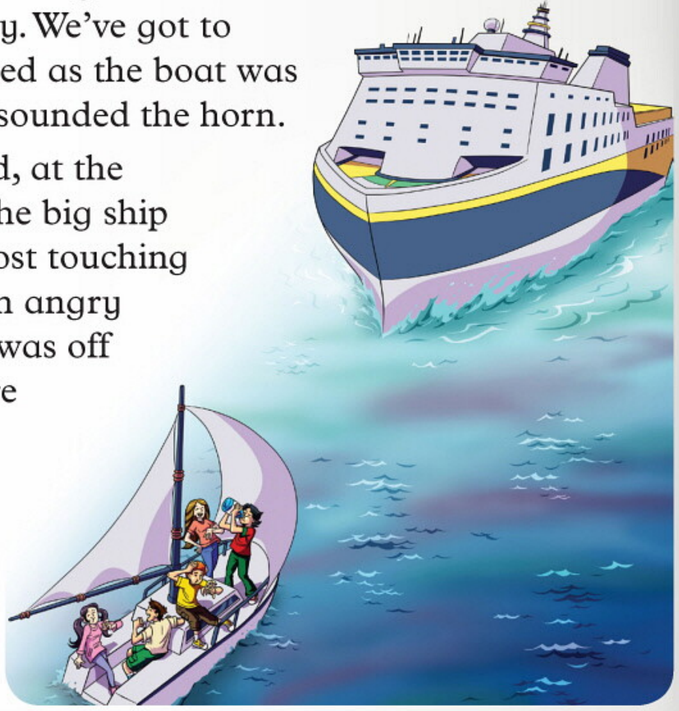
Jon slowly steered the boat round. Very slowly, the little boat turned away from the wind and back on her old course with the wind behind them again. From the cabin, they heard Kitty's frightened voice. The boat was full of water and she needed to get it out before they started sinking. Susan found the pump, and began pumping hard to get the water out of the boat.

It began to grow dark. The wind was still blowing hard, but the boat sailed on smoothly. Even Susan began to feel better. No one had fallen into the sea, everyone was safe and, soon, the night would end. The sun would rise, the wind would stop and they would sail back to land.

Susan and Kitty didn't feel seasick any more. Jon's arms hurt with steering, but he felt much happier. Roger was hungry and wondered if everyone had forgotten about supper.
"Susan," he said. "It's ten o'clock. What about some chocolate or something?"
"Ten o'clock?" said Susan in surprise. "It's time you all had something to eat." And, a few minutes later, they were all eating very large pieces of fruit cake and pieces of chocolate.

Suddenly, Susan saw lights ahead.
"There's a green light on one side and a red light on the other side."
"It's a big ferry, on its way from Holland to England. It's coming this way," said Jon.
"Maybe they could take us back home," said Roger. "It's getting nearer and nearer. I can see it very clearly."
"But they can't see us!" shouted Jon suddenly. "We've got no lights! And it's coming straight towards us. We've got to get out of the way. We've got to warn them. Roger, sound the horn!" Jon was very frightened as the boat was coming straight towards them and it was very big. Roger sounded the horn.

Someone on the ferry heard the loud noise of the horn and, at the last minute, the ferry changed course. The green light of the big ship disappeared and it went quickly past their little boat, almost touching its sides. "Show your light, you stupid fishermen," came an angry voice from the ferry. Then the ferry had passed them and was off on its way to England. The waves that the ferry made were very big, and everyone was thrown from side to side and got very wet again. They were still in one piece, although they were sailing further and further away from England.

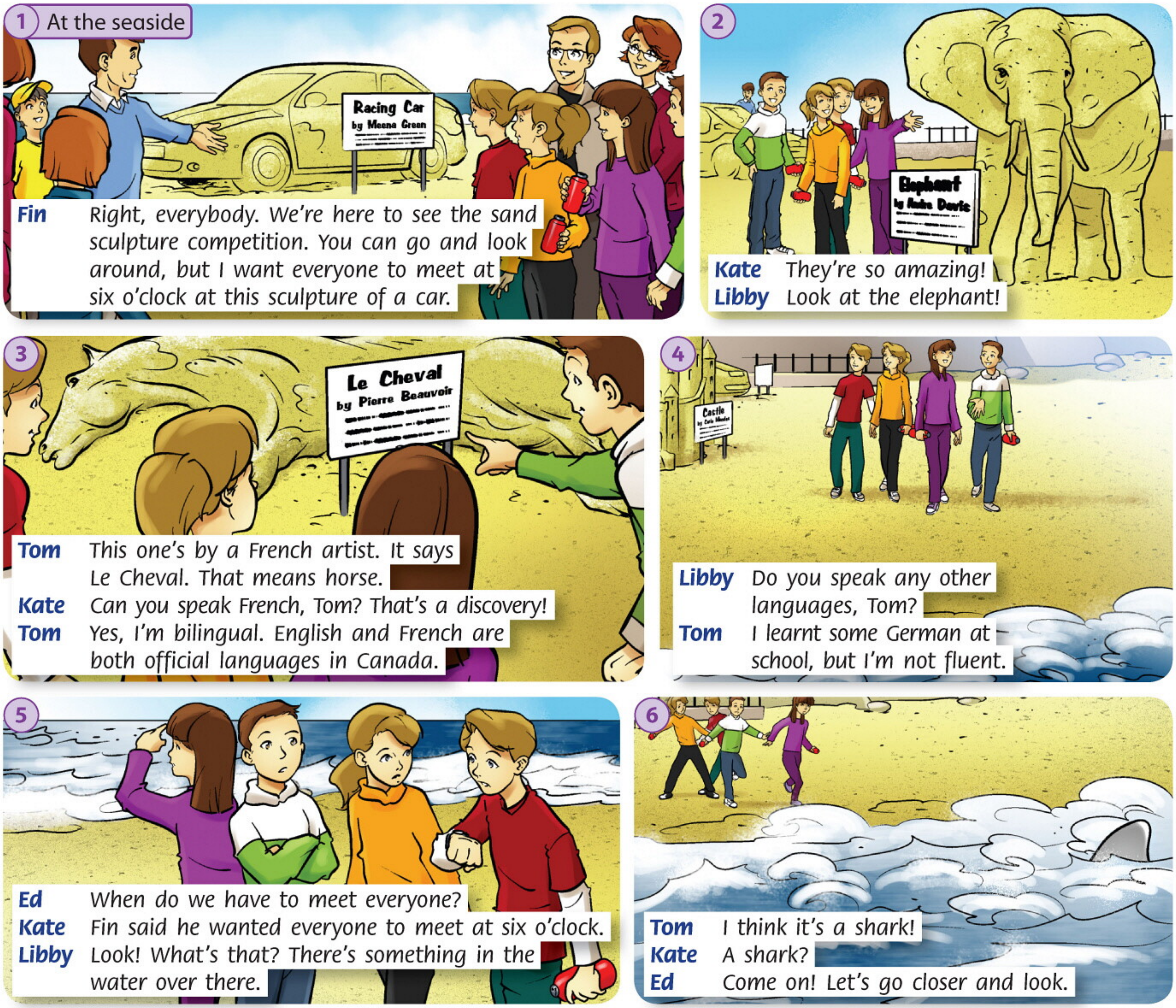


An extract from a story
by Arthur Ransome

10 Around the world!

Lesson One Story

1 Listen and read. Why is the DSD Club at the beach? 88



1 At the seaside

Fin Right, everybody. We're here to see the sand sculpture competition. You can go and look around, but I want everyone to meet at six o'clock at this sculpture of a car.

Kate They're so amazing!
Libby Look at the elephant!

Tom This one's by a French artist. It says Le Cheval. That means horse.
Kate Can you speak French, Tom? That's a discovery!
Tom Yes, I'm bilingual. English and French are both official languages in Canada.

Libby Do you speak any other languages, Tom?
Tom I learnt some German at school, but I'm not fluent.

Ed When do we have to meet everyone?
Kate Fin said he wanted everyone to meet at six o'clock.
Libby Look! What's that? There's something in the water over there.

Tom I think it's a shark!
Kate A shark?
Ed Come on! Let's go closer and look.

2 Listen to the story again and repeat. Act.

3 Read again and circle.

1 Fin wants everyone to meet at the *horse* / [✓ *car*] sculpture.
2 The children look at the *elephant* / *giraffe* sculpture first.
3 The horse sculpture was made by a *French* / *English* person.
4 Tom can speak English and *French* / *Spanish*.
5 The children are meeting Fin at *five* / *six* o'clock.
6 The children think the animal is *an octopus* / *a shark*.

1 Listen and repeat. 89

accent *noun* a way of pronouncing a language that is connected with the place you come from
bilingual *adj* able to speak two languages perfectly
dialect *noun* a form of a language that is spoken in part of a country
fluent *adj* able to speak a language very well and easily
mother tongue *noun* the first language you learnt to speak as a child
multilingual *adj* able to speak many languages well
native speaker *noun* a person who speaks a language as their first language and hasn't learnt it as a foreign language
official language *noun* the language that is used most for communication in a country

2 Write the words.

1 The Spanish teacher is a native speaker. She's from Spain.
2 The ______ of China is Mandarin, but people also speak many other languages.
3 Maria's ______ because she speaks Spanish, French, Arabic and English.
4 Luis doesn't have a strong Spanish ______. Most people think he's English.
5 Natalia's from Russia, so her ______ is Russian, but she's also learnt French and Italian.
6 My dad is ______ in Arabic because he lived in Egypt for ten years.
7 I speak Italian and I also speak the ______ from Rome, where I was born.
8 My dad speaks English and French perfectly. He is ______.

Working with words

We add the suffix *-ery* to some words to make nouns.

When a word ends in *-er*, or *-e*, we only add *-y* or *-ry*.

cook	deliver	discover	bake	brave	nurse
cookery	delivery	discovery	bakery	bravery	nursery

Dictionary
Workbook 6
pages 126–134

3 Listen and repeat. 90

4 Read and circle.

1 Historians [✓ *discover*] / *discovery* things about the past.
2 We do *cook* / *cookery* lessons at school.
3 We sometimes *bake* / *bakery* bread at home.
4 My little sister goes to a *nurse* / *nursery*.
5 Postmen *deliver* / *delivery* letters to houses.
6 My dad is very *brave* / *bravery*. He rescued a boy from a fire.

Lesson Three Grammar 1

1 Listen and read. How is Oscar Brown going to travel around the world? 91

Two-year bike ride around the world!

Oscar Brown is going on a trip around the world. He told us he was really looking forward to the trip. He said he had cycled around Africa last year. He said he had loved his time in Africa, but he wanted to travel to more places. He told us he was planning to travel around Europe, North and South America, Asia and Australia. He said he had had lessons in French, Spanish and Arabic. He said the trip would take about two years. What a fantastic journey it will be. Good luck, Oscar Brown!

2 Read and learn.

Reported speech: statements

Use reported speech to report what someone else said. In reported speech, we change the tense.

"I want to visit all the countries in the world," he said.	→	He said he wanted to visit all the countries in the world.
"I'm looking forward to the trip," he said.	→	He said he was looking forward to the trip.
"I cycled around Africa," he said.	→	He said he had cycled around Africa.
"I've had lessons in French, Spanish and Arabic," he said.	→	He said he had had lessons in French, Spanish and Arabic.
"The trip will take about two years," he said.	→	He said the trip would take about two years.

3 Read and circle.

1 "I love sailing," said Jack. Jack said he *love* / [✓ *loved*] sailing.

2 "I went to the cinema yesterday," said Louise.
Louise said she *went* / *had gone* to the cinema the day before.

3 "I've done a Spanish course," said Ben to his teacher.
Ben told his teacher he *did* / *had done* a Spanish course.

4 "I'll phone you tomorrow," said Liz to Jessica.
Liz told Jessica she *will* / *would* phone her the next day.

4 **Speaking** Ask and answer.

Meg	Colin	Alice	Ben	Liz	Jim
I want to learn French.	I've seen a crocodile.	I'll send her a postcard.	We're playing football.	I visited my grandparents at the weekend.	I like chocolate.

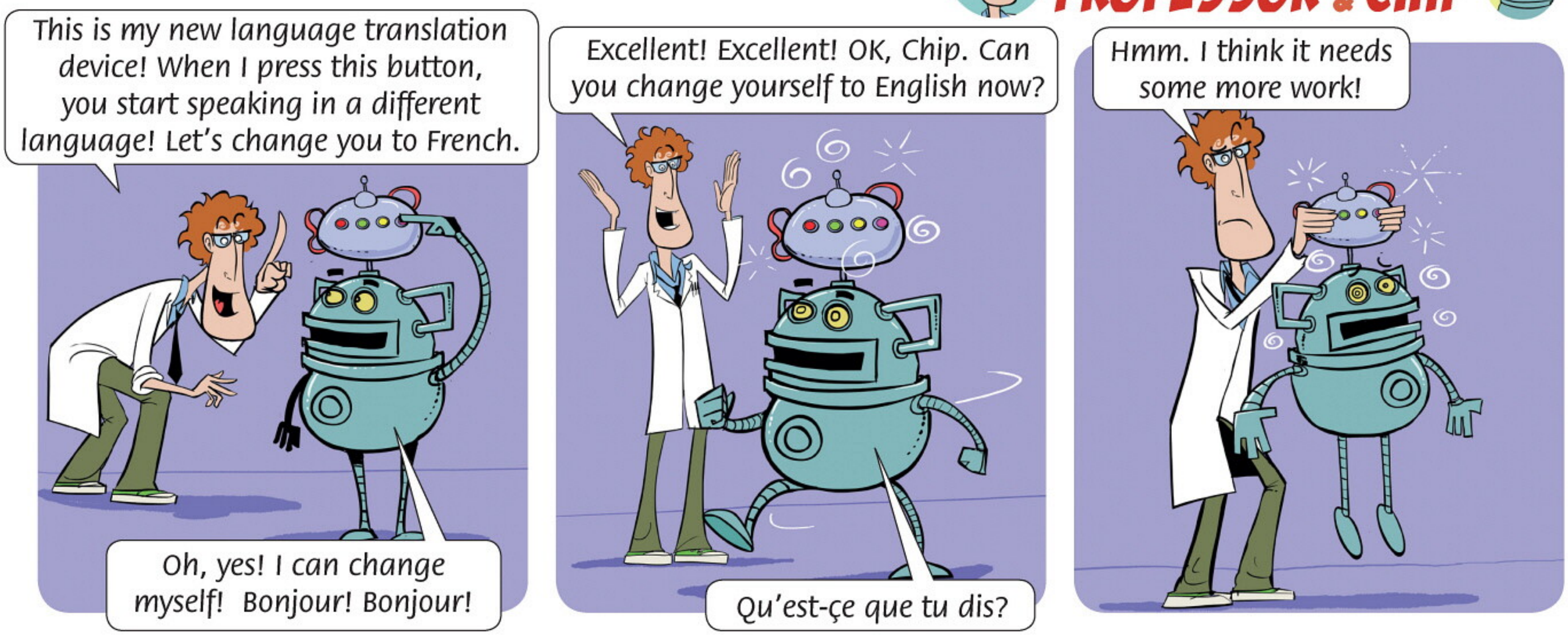
She said she would send her a postcard.

It's Alice.

G Complete Grammar Time Exercise 1 on page 122 of Workbook 6.

1 Listen and read. What has Professor invented? 92

PROFESSOR & CHIP


This is my new language translation device! When I press this button, you start speaking in a different language! Let's change you to French.
Oh, yes! I can change myself! Bonjour! Bonjour!
Excellent! Excellent! OK, Chip. Can you change yourself to English now?
Qu'est-çe que tu dis?
Hmm. I think it needs some more work!

2 Read and learn.

Reflexive pronouns

I can change myself!
Can you change yourself to English now?
The machine turned itself off.
He hurt himself when he fell off his bike.
She cut herself when she was cooking.
We bought ourselves lunch in the café.
Did you enjoy yourselves at the park, children?
They dried themselves after their swimming lesson.

3 Read and choose.

1 Look! I bought a a present!
a myself b yourself c itself

2 We bought ___ some tickets for the concert.
a themselves b ourselves c yourselves

3 Did you teach ___ Spanish?
a himself b yourself c herself

4 Help ___ to sandwiches everyone!
a ourselves b themselves c yourselves

5 He hurt ___ when he was playing football.
a itself b himself c myself

6 The bird is washing ___ in the river.
a herself b himself c itself

7 They enjoyed ___ at the party.
a themselves b ourselves c yourselves

8 She wanted to buy ___ some new shoes.
a myself b itself c herself

4 Complete the sentences. Use reflexive pronouns.

1 He hurt himself playing basketball.
2 She looked at ______________ in the mirror.
3 The little children dressed ______________.
4 I taught ______________ to play the guitar.
5 Did you make ______________ a sandwich?
6 We drew pictures of ______________ in art.
7 Have you all enjoyed ______________ today?
8 The robot is switching ______________ off.

G Complete Grammar Time Exercise 2 on page 122 of Workbook 6.

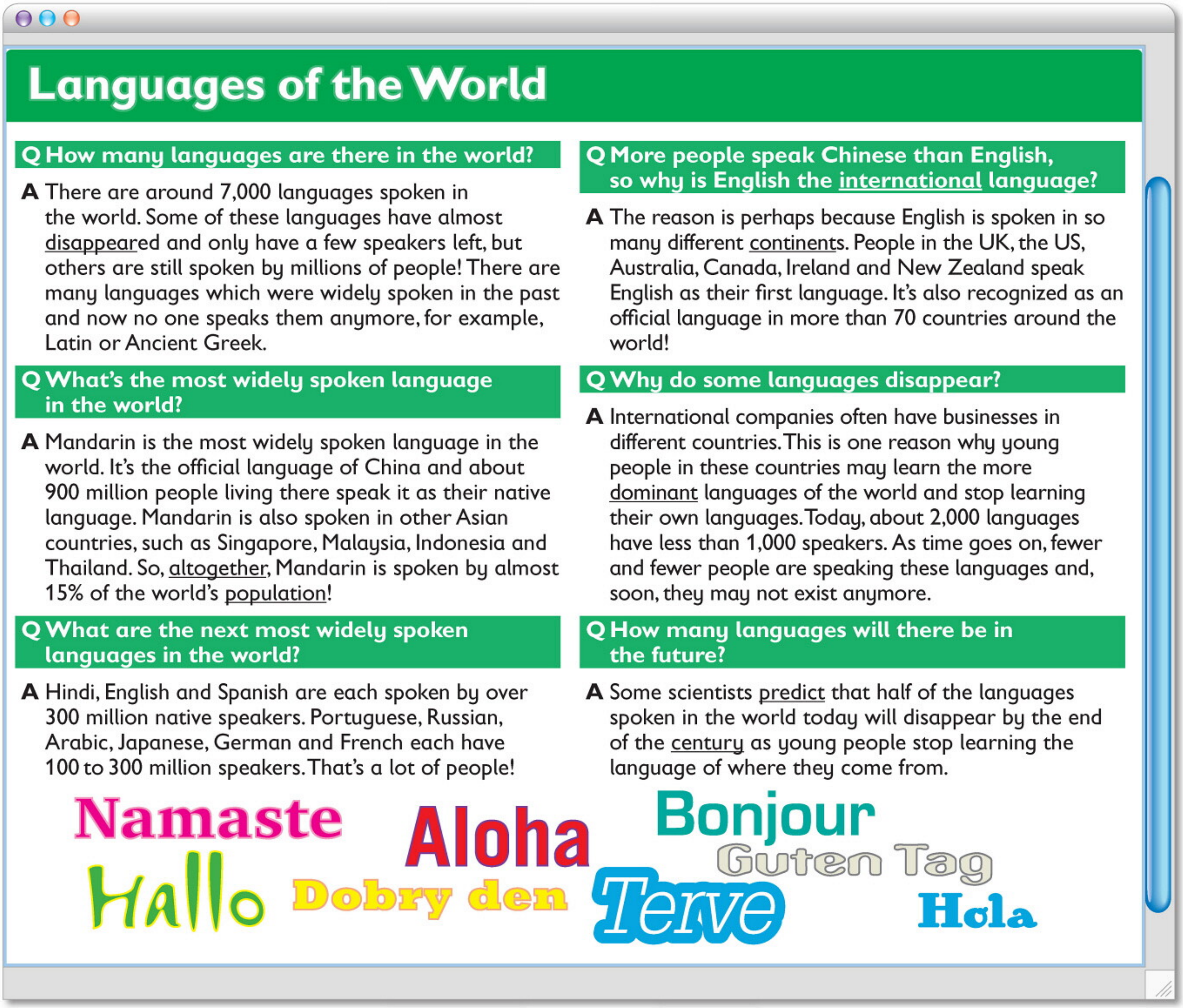
Skills Time!

Lesson Five

Reading

1 Look at the text. How many people in the world speak Arabic?

2 Listen and read. 93



Languages of the World

Q How many languages are there in the world?

A There are around 7,000 languages spoken in the world. Some of these languages have almost disappeared and only have a few speakers left, but others are still spoken by millions of people! There are many languages which were widely spoken in the past and now no one speaks them anymore, for example, Latin or Ancient Greek.

Q What's the most widely spoken language in the world?

A Mandarin is the most widely spoken language in the world. It's the official language of China and about 900 million people living there speak it as their native language. Mandarin is also spoken in other Asian countries, such as Singapore, Malaysia, Indonesia and Thailand. So, altogether, Mandarin is spoken by almost 15% of the world's population!

Q What are the next most widely spoken languages in the world?

A Hindi, English and Spanish are each spoken by over 300 million native speakers. Portuguese, Russian, Arabic, Japanese, German and French each have 100 to 300 million speakers. That's a lot of people!

Q More people speak Chinese than English, so why is English the international language?

A The reason is perhaps because English is spoken in so many different continents. People in the UK, the US, Australia, Canada, Ireland and New Zealand speak English as their first language. It's also recognized as an official language in more than 70 countries around the world!

Q Why do some languages disappear?

A International companies often have businesses in different countries. This is one reason why young people in these countries may learn the more dominant languages of the world and stop learning their own languages. Today, about 2,000 languages have less than 1,000 speakers. As time goes on, fewer and fewer people are speaking these languages and, soon, they may not exist anymore.

Q How many languages will there be in the future?

A Some scientists predict that half of the languages spoken in the world today will disappear by the end of the century as young people stop learning the language of where they come from.

3 Read again and match.

1	7,000	f	a	The number of people that speak Hindi, English and Spanish.
2	900 million	☐	b	The number of countries where English is an official language.
3	15%	☐	c	The percentage of the world's population that speaks Mandarin.
4	over 300 million	☐	d	The number of languages with less than 1,000 speakers.
5	more than 70	☐	e	The number of people that speak Mandarin in China.
6	2,000	☐	f	The number of languages in the world.

Words in context

1 Find the words in the text to match the definitions.

Dictionary Workbook 6
pages 126–134

1 international *adj* worldwide; used in all parts of the world
2 ____________ *noun* one hundred years
3 ____________ *adj* the most used, most powerful, etc.
4 ____________ *noun* one of the seven main areas of land on Earth, for example, Europe, Africa, etc.
5 ____________ *adj* in total
6 ____________ *verb* to go away and not be there any more
7 ____________ *noun* the number of people that live in a place
8 ____________ *verb* to say that you think something will happen

Listening

2 Listen. Are the children all learning the same language? 94

3 Listen again and match.

Speaker 1 d
Speaker 2 ☐
Speaker 3 ☐
Speaker 4 ☐

a The speaker wants to travel to English-speaking countries.
b The speaker wants to go to university in London.
c The speaker wants to communicate with her grandparents.
d The speaker wants to use English in her job one day.

Speaking

4 Ask and answer. Use the prompts or your own answers.

What languages do you speak?	I speak ____________.	Arabic / English / French / Spanish
Do you enjoy learning new languages?	____________	Yes, I do. / No, I don't.
Why (not)?	Because I find it ____________.	interesting / boring / easy / difficult / fun
Which new language would you most like to learn?	I'd like to learn ____________.	Spanish / Mandarin / Russian / Portuguese
Why do you think learning languages is useful?	Because you can ____________.	speak to people in different countries / learn about other cultures / get a good job

Skills Time!

Lesson Seven

Writing

1 **Look at the advert. What is it for?**

2 **Read.**

An advert

We write adverts to give information about something and make people interested in it.

Think about your layout. Use different sized headings and different colours to make it look more attractive.

Include important and practical information. People need to know what you are offering.

Use persuasive language and lots of positive adjectives.

We can use a rhyme at the end so people remember our advert.

LEARN ENGLISH IN LONDON!

Would you like to study English in one of the most exciting cities in the world?

Then come to London and study at The English School!

- Learning English is important for young people today. At The English School, we offer summer courses at all levels for students aged 12–18 years.
- All our teachers are native speakers from Britain, Australia and the US. Lessons are fun and lively and the courses are interesting.
- There's an exam at the end of the summer, so you can find out how much you have learnt!
- Students stay with friendly, local families, so they can learn about British culture and practise speaking English every day.
- We also take students on special trips around London. You will learn about British history and all the famous sights!
- Please phone or write to the school for more information, or look on our website.

You will learn more than you've ever learnt before!

3 **Read again and answer the questions.**

1 Where do the teachers come from?

2 Where do the students stay?

4 **Write a, b or c.** **a** layout **b** persuasive language **c** important information

1 Our language school is definitely the best language school in Oxford. b

2 **Fun and Entertainment** ☐

3 Courses are in June, July and August. ☐

4 Oxford is a beautiful and historical city. ☐

5 Students stay with local families. ☐

5 **Complete the writing task on page 90 of Workbook 6.** page 90

1 Complete the quiz.

① (noun) *the first language you learnt to speak as a child*
What is the word?

② **The children look at sculptures of two animals in the story. What animals are they?**

③ **Change this word into a noun.** deliver

④ **Circle the correct answer.** "I love football." He said that he *loves* / *loved* football.

⑤ **Circle the correct answer.** "We watched a good film." They said that they *had watched* / *watched* a good film.'

⑥ **Circle the correct answer.** The boys bought *ourselves* / *themselves* ice creams.

⑦ **What's the most widely spoken language in the world?**

⑧ (noun) *the number of people that live in a place*
What is the word?

⑨ **Choose the best sentence for an advert for a language school.** *It's in an interesting and exciting city. / It's in a busy, polluted city.*

⑩ **Choose the best sentence for an advert for a language school.** *The course starts in the summer. / The course starts on 2nd August.*

2 Listen and order the lines. Sing. 95

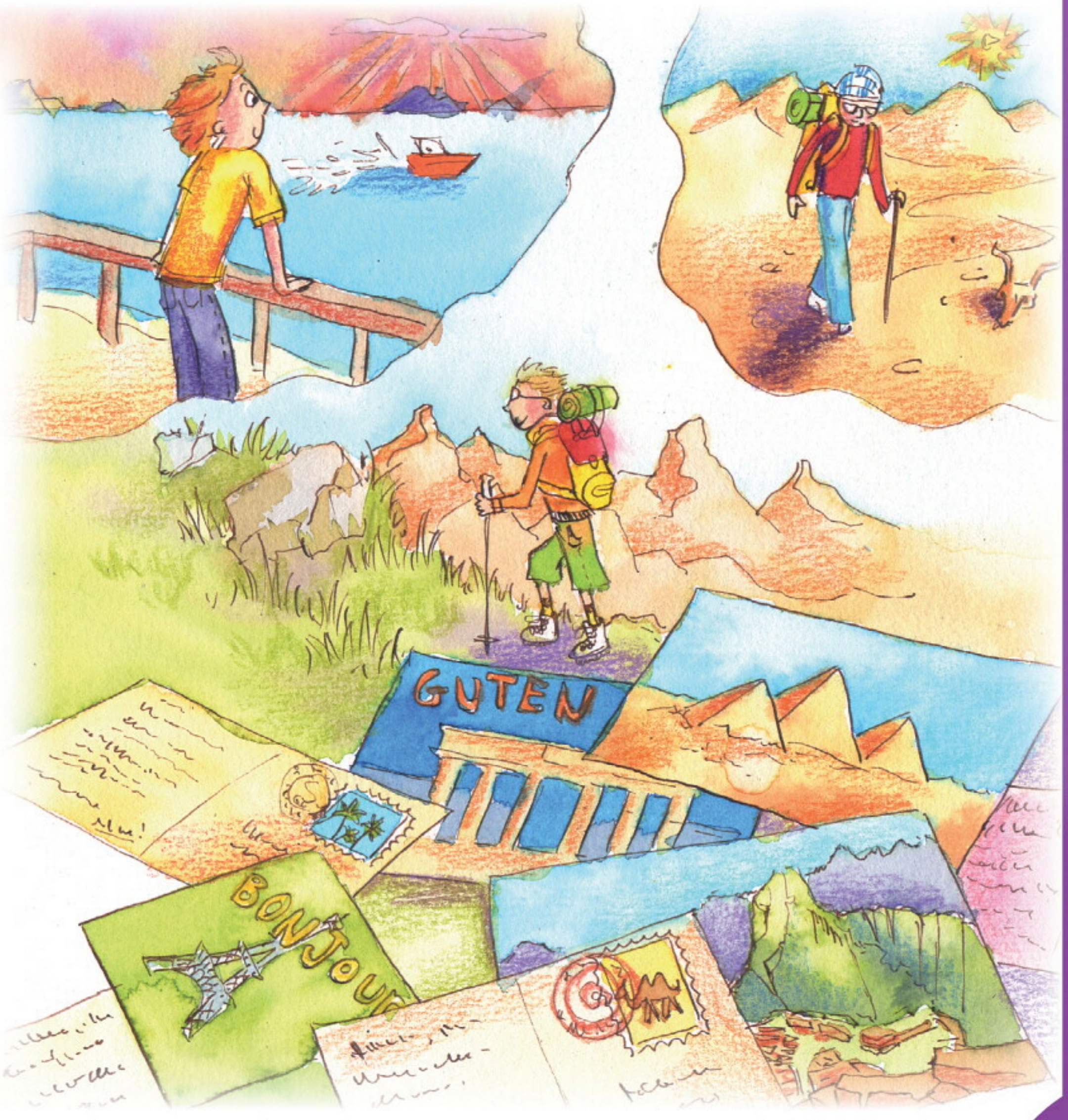
Around the world

1 My uncle sends us postcards
____ And tells us what he's seen.
____ And tells us where he's been.
____ He tells us who he's met

Chorus:
1 He's travelling round the world.
____ He's driving over deserts.
____ He's sailing on the seas.
____ He's going with the breeze.

1 He said he'd been to Cairo
____ In the desert late at night.
____ And seen a lot of sights.
____ He told us it was very cold

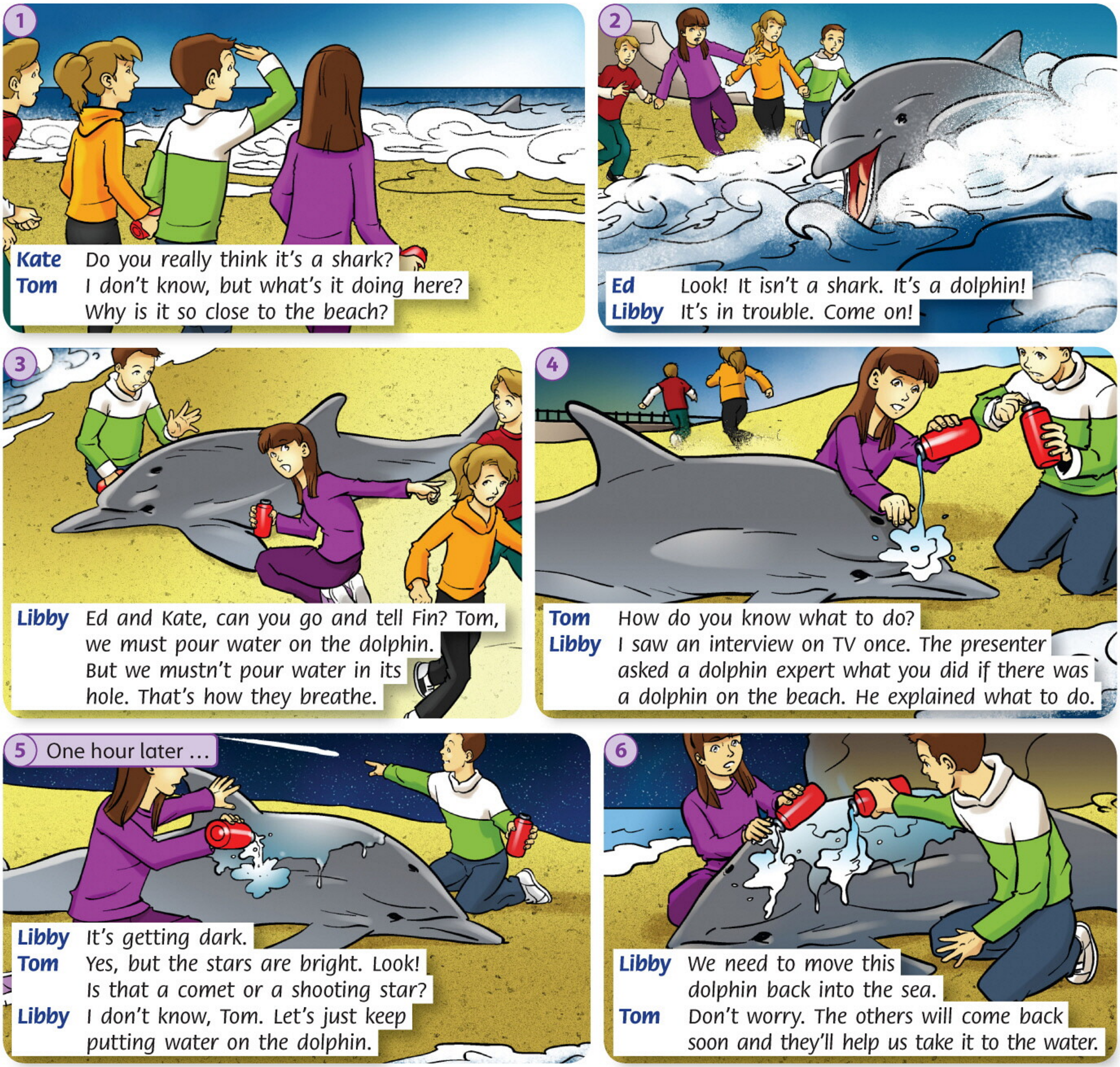
1 He said he'd learnt some Arabic,
____ On a mountain in Peru.
____ Some French and German, too.
____ He said he'd spoken Spanish



11 Space travel!

Lesson One Story

1 Listen and read. What is in the water? 96



1

Kate Do you really think it's a shark?
Tom I don't know, but what's it doing here? Why is it so close to the beach?

2

Ed Look! It isn't a shark. It's a dolphin!
Libby It's in trouble. Come on!

3

Libby Ed and Kate, can you go and tell Fin? Tom, we must pour water on the dolphin. But we mustn't pour water in its hole. That's how they breathe.

4

Tom How do you know what to do?
Libby I saw an interview on TV once. The presenter asked a dolphin expert what you did if there was a dolphin on the beach. He explained what to do.

5 One hour later …

Libby It's getting dark.
Tom Yes, but the stars are bright. Look! Is that a comet or a shooting star?
Libby I don't know, Tom. Let's just keep putting water on the dolphin.

6

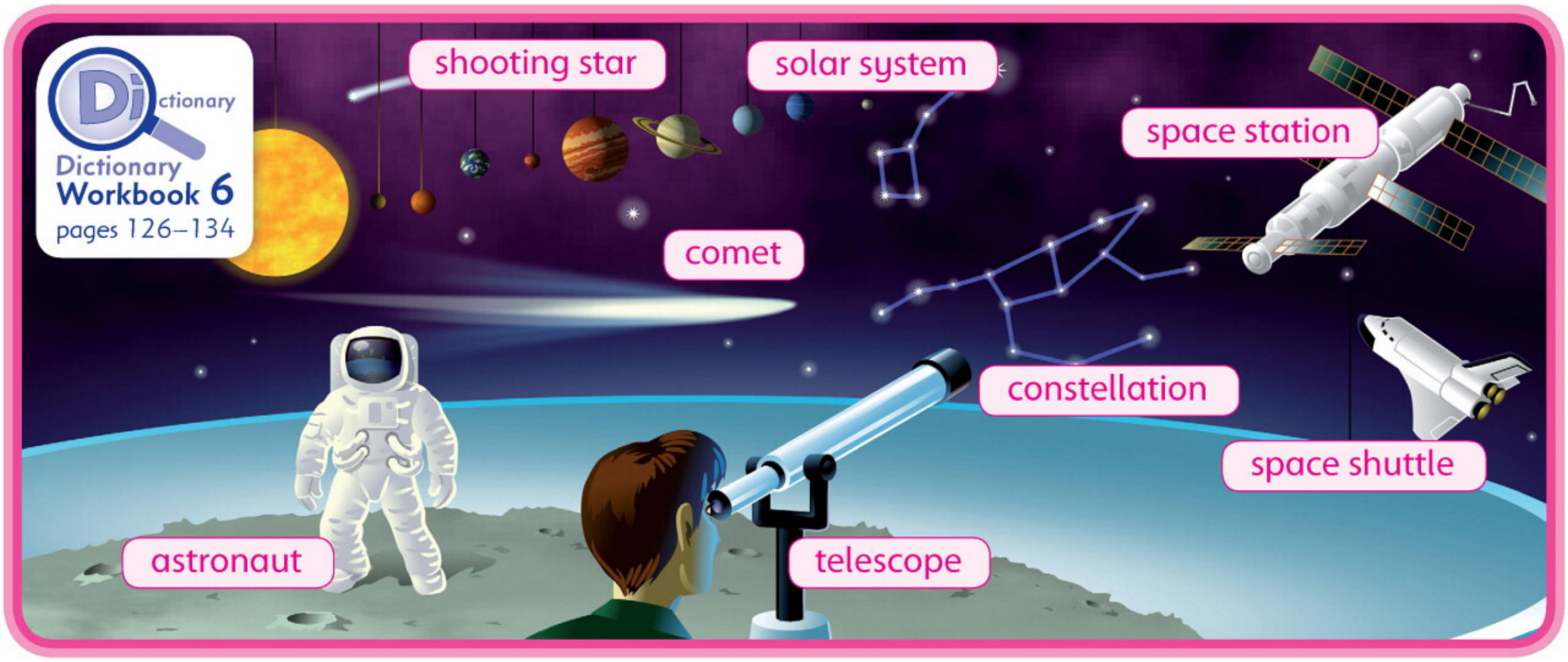
Libby We need to move this dolphin back into the sea.
Tom Don't worry. The others will come back soon and they'll help us take it to the water.

2 Listen to the story again and repeat. Act.

3 Read again and write *True* or *False*.

1 Ed sees first that it is a dolphin. True
2 Kate and Tom go and tell Fin. ______
3 Dolphins breathe through their mouths. ______
4 Libby saw an interview about dolphins. ______
5 Libby is interested in the stars. ______
6 Tom tries to carry the dolphin by himself. ______

1 Listen and repeat. 97


Dictionary Workbook 6 pages 126–134
shooting star
solar system
space station
comet
constellation
space shuttle
astronaut
telescope

2 Write the words.

1 shooting star *noun* a piece of rock in space that burns with a bright light when it gets near Earth
2 ______________ *noun* a tube that you look through to see things that are far away, for example, stars
3 ______________ *noun* a group of stars that has a name
4 ______________ *noun* a person that travels in space
5 ______________ *noun* the sun and all the planets
6 ______________ *noun* a place where people live and work in space
7 ______________ *noun* a special plane that carries people into space and back to Earth
8 ______________ *noun* an object in space that looks like a bright star and has a long tail

Working with words

Phrasal verbs

come back	*verb* to return
come in	*verb* to enter a place
come out	*verb* to appear
come round	*verb* to visit a person at home

Dictionary Workbook 6
pages 126–134

3 Listen and repeat. 98

4 Read and circle.

1 Come [✓ *back*] / *out*! You forgot your mobile phone!
2 The rain stopped and the sun came *out* / *in*.
3 Hello! How are you? Please come *in* / *back* and sit down.
4 Do you want to come *round* / *out* and listen to music this afternoon?

Lesson Three Grammar 1

1 Listen and read. Who was interviewed on the news? 99

Jack On the news last night, a reporter interviewed an astronaut in space!

Ben Wow! What did he ask him?

Jack First, he asked him where he was. The astronaut said he was at the International Space Station. Then the reporter asked the astronaut what he did in space.

Ben What did he say?

Jack He said he had fixed a satellite and done some research.

Ben What else did the reporter ask?

Jack He asked him who was at the space station with him and he also asked him when he was landing back on Earth. The astronaut said his work was nearly finished and that he was landing on Earth in four days!

2 Read and learn.

Reported speech: *Wh-* questions

When you report *Wh-* questions, the word order changes.

Direct speech:	Reported speech:
"Where are you?" →	He asked him where he was.
"Why are you in space?" →	He asked him why he was in space.
"What do you do in space?" →	He asked him what he did in space.
"Who else is at the space station?" →	He asked him who else was at the space station.
"When are you landing on Earth?" →	He asked him when he was landing on Earth.

3 Read and circle.

1 "What's your name?" Sarah asked.
Sarah asked her what *was her name* / [✓ *her name was*].

2 "Where do you live?" Tess asked.
Tess asked him where *he lives* / *he lived*.

3 "What is your favourite food?" asked Josh.
Josh asked him what his favourite food *is* / *was*.

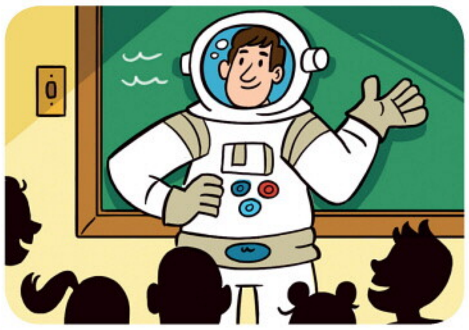
4 "Why is Sandy sad?" asked Jon.
Jon asked me why *was Sandy* / *Sandy was* sad.

5 "When are we eating lunch?" asked Dave.
Dave asked him when we *were eating lunch* / *are eating lunch*.

6 "Who is your teacher?" asked Jessica.
Jessica asked them who *was their teacher* / *their teacher was*.

4 Speaking Talk about the questions.

V Irregular verb list Workbook 6 page 135



1 What is your favourite space food?

2 When are you going into space again?

3 Why do you like your job?

4 Where do astronauts sleep in space?

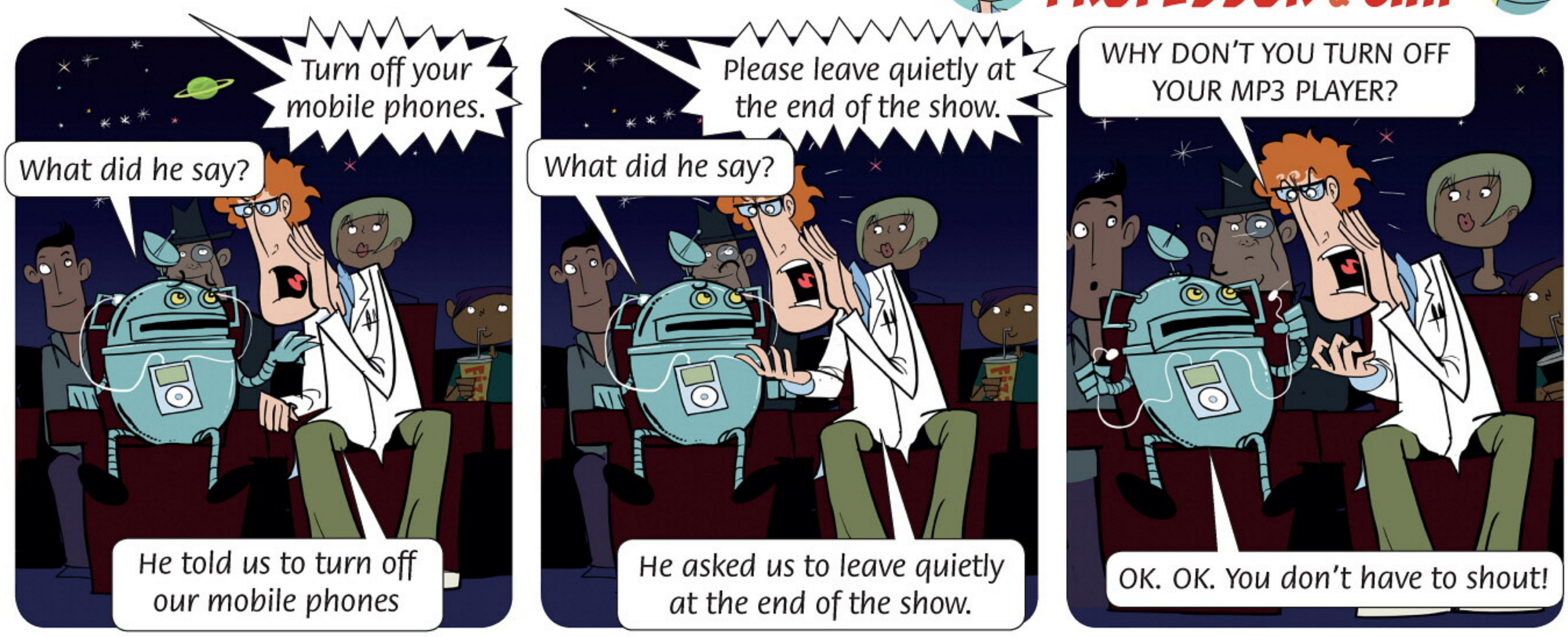
The child asked him why he liked his job.

It's Number 3!

G Complete Grammar Time Exercise 1 on page 122 of Workbook 6.

PROFESSOR & CHIP

1 Listen and read. Why can't Chip hear Professor? 100


Turn off your mobile phones.
What did he say?
He told us to turn off our mobile phones
Please leave quietly at the end of the show.
What did he say?
He asked us to leave quietly at the end of the show.
WHY DON'T YOU TURN OFF YOUR MP3 PLAYER?
OK. OK. You don't have to shout!

2 Read and learn.

Reported speech: commands

Use *told* with reported commands.

Direct speech:	**Reported speech:**
"Turn off your mobile phone!"	He told us to turn off our mobile phones.
"Don't touch my computer!"	He told me not to touch his computer.

Reported speech: requests

Use *asked* with reported requests.

Direct speech:	**Reported speech:**
"Please leave quietly at the end of the show."	He asked them to leave quietly at the end of the show.

3 Read and write *asked* or *told*.

1 "Sit down!" said the teacher.
The teacher told the class to sit down.

2 "Please can you tidy your room," said Alan's mother.
Alan's mother ________ him to tidy his room.

3 "Don't eat the cake!" Jane said.
Jane ________ Ray not to eat the cake.

4 "Don't talk!" said the teacher.
The teacher ________ the children not to talk.

5 "Please can you buy some milk," said Jim's mum.
Jim's mum ________ him to buy some milk.

6 "Turn off your phones!" said the guide.
The guide ________ the children to turn off their phones.

4 Write the sentences in reported speech.

1 "Turn off the TV!" said Fin's mum. Fin's mum told him to turn off the TV.
2 "Please listen carefully," said the museum guide. ________ the children ________.
3 "Please can you sit down?" said the teacher. ________ the class ________.
4 "Don't be late!" said Harry's mum. ________ him ________.
5 "Tidy your room!" said Maya's dad. ________ her ________.
6 "Can you help me with my homework?" said Mark. ________ his dad ________.

Complete Grammar Time Exercise 2 on page 123 of Workbook 6.

Skills Time!

Lesson Five

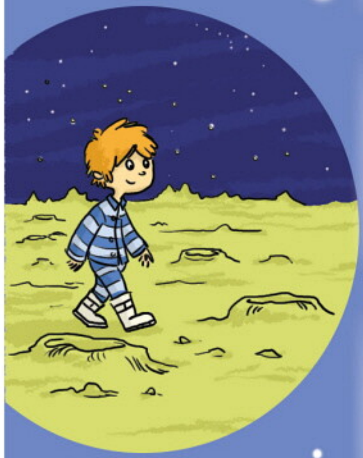
Reading

1 Look at the poem. Does the boy's mother believe he travelled to space?

2 Listen and read. 101

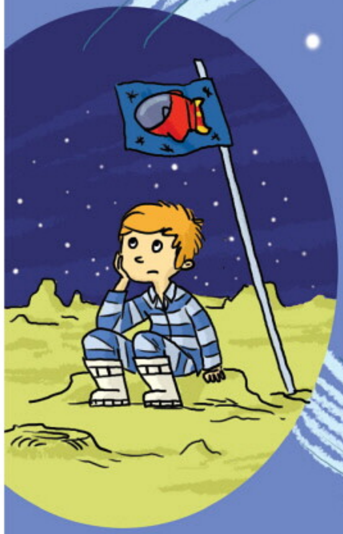
Dreaming in a Spaceship

I dreamed I was in a spaceship,
Flying through the stars.
I passed a comet on the way,
As I headed off to Mars.



The stars were as bright as diamonds
In the darkness of the night.
The moon shone like a precious pearl.
It was an amazing sight!

My spaceship landed on the moon.
It was wonderful for me!
So I climbed onto the surface
To see what I could see.



I walked round for a while,
But there wasn't much to do.
I found a flag and a rock or two,
And then admired the view.

The next thing, it was morning.
I was safe and snug in bed.
I told my mum about my trip.
"What a lovely dream," she said.

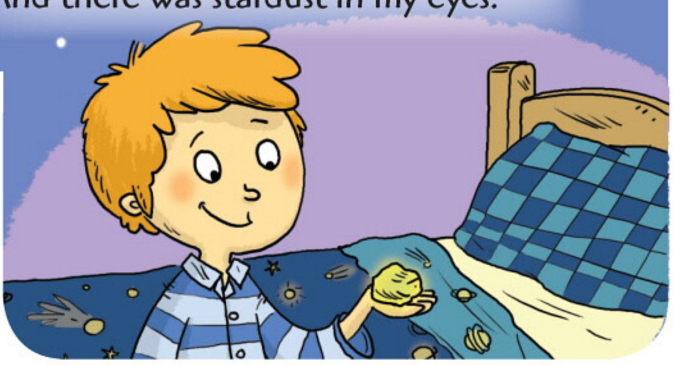
I stared at the scene before me.
It was such a lovely view.
A satellite spun round and round,
But on and on I flew.

I flew through the rings of Saturn,
I circled the Earth below.
Neptune shone with a dark, blue light
And Venus seemed to glow.

The ground was very bumpy,
There were moon rocks all around.
Everything was very quiet
And I couldn't hear a sound.

My spaceship left and made a loop
Around the Milky Way.
And then I felt that it was time
To go back home that day.

But I knew there was something real
About my space trip to the skies.
For I found a moon rock in my pocket
And there was stardust in my eyes.



3 Read again and write the answers.

1 Does the boy see a comet? Yes, he does.
2 Does Neptune look green? ____________
3 Does the boy land on Venus? ____________
4 Does the boy find anything on the moon? ____________
5 Does the boy go around the Milky Way? ____________
6 Does the boy have a moon rock? ____________

Words in context

1 Find the words in the poem to match the pictures and definitions.

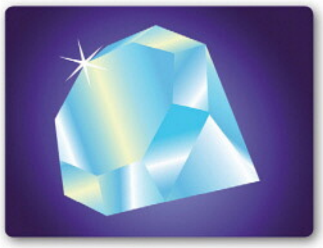
Dictionary Workbook 6
pages 126–134

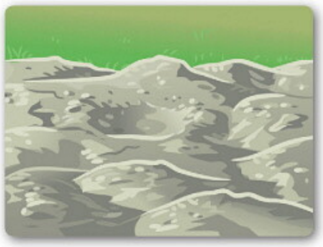
pp went round and round very fast
1 spun

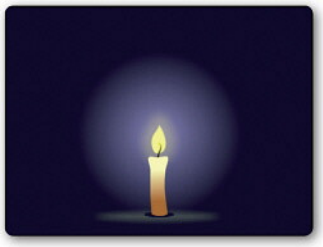
adj very expensive and special
2 ____________

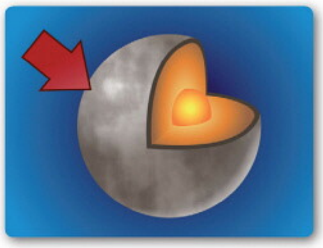
verb to start going in the direction of a place
3 ____________

adj feeling warm and comfortable
4 ____________


5 ____________


6 ____________


7 ____________


8 ____________

Listening

2 Listen. What is the astronauts' destination? 102

3 Listen again and complete.

walks stars ~~space~~ by home fly

The astronauts launch their spaceship
And blast off into [1] space .
They leave the Earth far, far behind
And [2] ____________ to another place.

They get to their destination,
It's a space station in the [3] ____________.
And there they study the planets
Mercury, Venus and Mars.

The astronauts go on space [4] ____________.
They float in the dark, black sky.
They spin round in their space suits
And see satellites go [5] ____________.

And when it's time to return to Earth
And leave their space station dome,
They get back into their spaceships
And travel back to [6] ____________.

Speaking

4 Ask and answer. Use the prompts or your own answers.

Would you like to be an astronaut?	____________	Yes, I would. / No, I wouldn't.
Why (not)?	Because it would be ____________.	exciting / amazing / frightening / fascinating / dangerous
What would be the best thing in space?	____________	Riding in a spaceship. / Living on a space station. / Going on a moon walk.
What would be the worst thing in space?	____________	Eating space food. / Feeling lonely. / Being uncomfortable.
What would you most like to see in space?	____________	The planets. / The stars. / The moon. / A comet. / A satellite.

Skills Time!

Lesson Seven

Writing

1 **Look at the text. Match the times of day with the verses.**

evening night afternoon morning

2 **Read.**

In the Sky

The sky is as dark as black paint.
The moon is as white as snow.
The stars sparkle like silver jewels
And all the planets glow.

The sky gets lighter quickly.
The sun comes up in the sky.
The birds all sing together.
You can hear a cockerel cry.

The sun is as hot as burning fire.
The sky is as blue as the sea.
The clouds are as fluffy as newborn chicks
And the birds rest in a tree.

The world is as quiet as a sleeping child.
There's a very gentle breeze.
The sun falls slowly from the sky
And the moon shines on the seas.

A poem

There are lots of ways of making poems sound more beautiful and interesting.

We use similes to make writing more interesting and create strong images in the reader's mind.
A simile is the comparison of two things.
We use *like …* or *as … as* to compare two things.

We sometimes write different verses. There are four verses in this poem.

We usually start each new line with a capital letter.

We sometimes use rhyming words. In this poem, the rhyming words are in the second and fourth lines of each verse.
Avoid forced rhyme – using words that rhyme but don't make sense.

3 **Read again and answer the questions.**

1 What two sounds can you hear in the morning?
2 Where are the birds in the afternoon?

4 **Complete the similes with the best words.**

a cheetah a pearl ~~fire~~ honey ice a tortoise

1 The sun is as hot as fire.
2 My cold hands feel like ______.
3 This train is as slow as ______.
4 You run so fast! You're like ______.
5 Our new kitten is as sweet as ______.
6 The moon looks like ______.

5 **Complete the writing task on page 98 of Workbook 6.**

page 98

1 Complete the quiz.

1 (noun) *the sun and all the planets*
What is the word?

2 **How does Libby know so much about dolphins in the story?**

3 **Complete the sentence with the correct phrasal verb.** Do you want to ______ to my house for lunch?

4 **Circle the correct answer.** "Where are you from?" He asked me where I *am* / *was* from.

5 **Circle the correct answer.** "What is your favourite food?" She asked me what *my favourite food was* / *was my favourite food.*

6 **Circle the correct answer.** "Sit down!" The teacher told them *sit* / *to sit* down.

7 **Which planet does the boy go to first in the poem?**

8 (adj) *very expensive and special*
What is the word?

9 **Complete the sentence.** The sun was ______ bright ______ fire.

10 **Complete the sentence.** She sings ______ a bird.

2 Listen and write. Sing. 103

shooting star comet moon been space station seen ~~astronaut~~ travelled

Meeting an astronaut

Today, I met an [1] astronaut
Who said his name was Jed.
I asked him where he'd [2] ______ *that day*
And this is what he said.

I've been to a [3] ______ *and back again.*
I've seen some wonderful things.
I've been to the stars and I've flown round Mars.
I've [4] ______ *through Saturn's rings.*

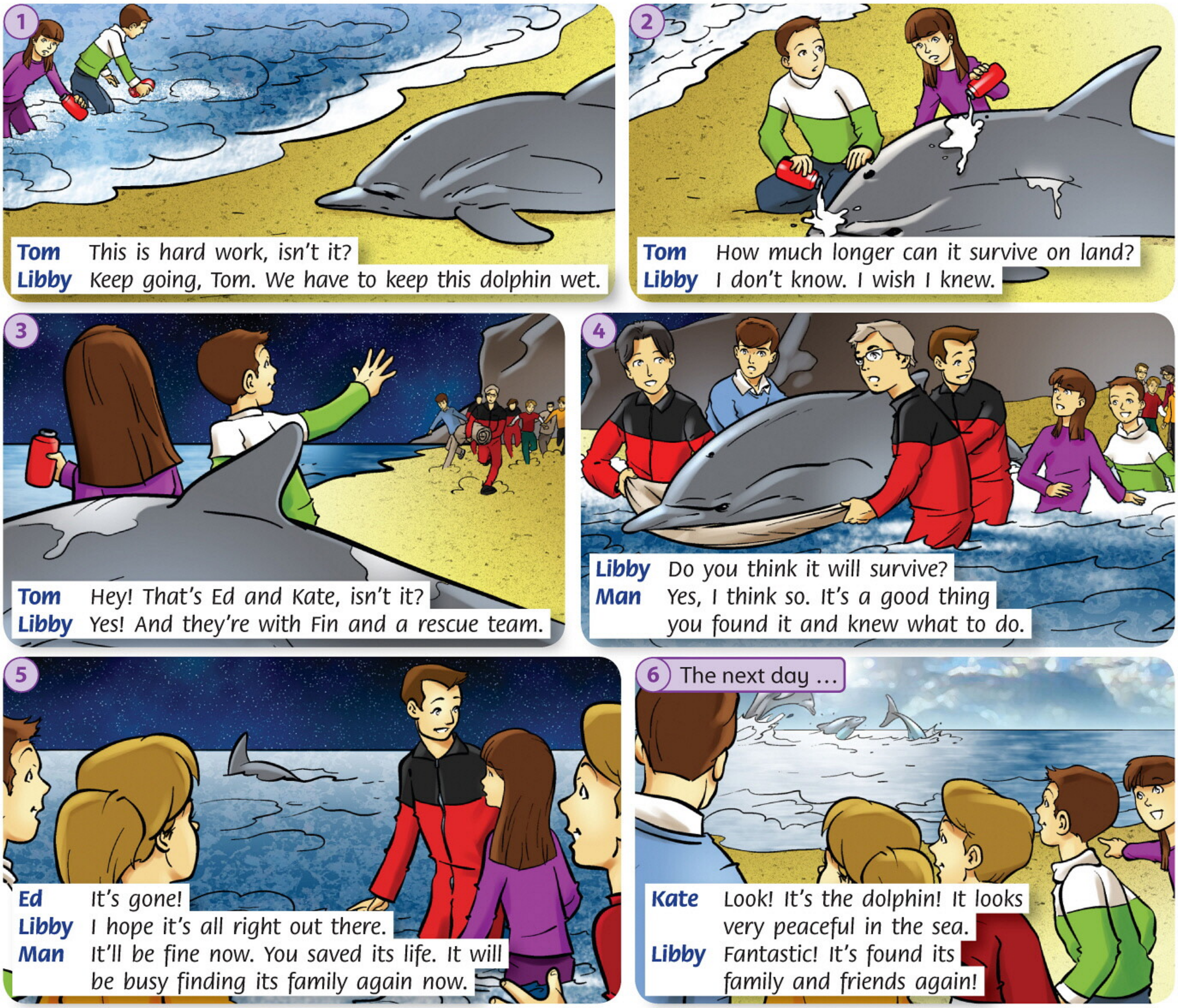
Today, I met an astronaut
Who said his name was Jed.
I asked him what he'd [5] ______ *that day*
And this is what he said.

I've seen a [6] ______ *and a* [7] ______
And a planet that glowed so bright.
I've seen the [8] ______ *in the afternoon.*
It was such an incredible sight.

12 Holiday time!

Lesson One Story

1 Listen and read. Why is Libby so happy at the end? 104


1
Tom This is hard work, isn't it?
Libby Keep going, Tom. We have to keep this dolphin wet.
2
Tom How much longer can it survive on land?
Libby I don't know. I wish I knew.
3
Tom Hey! That's Ed and Kate, isn't it?
Libby Yes! And they're with Fin and a rescue team.
4
Libby Do you think it will survive?
Man Yes, I think so. It's a good thing you found it and knew what to do.
5
Ed It's gone!
Libby I hope it's all right out there.
Man It'll be fine now. You saved its life. It will be busy finding its family again now.
6 The next day …
Kate Look! It's the dolphin! It looks very peaceful in the sea.
Libby Fantastic! It's found its family and friends again!

2 Listen to the story again and repeat. Act.

3 Read again and match.

1 Tom is tired because he's been b
2 Libby is worried because she doesn't know ☐
3 Kate, Ed and Fin arrive ☐
4 They carry the dolphin ☐
5 The man thinks ☐
6 The children see the dolphin with ☐

a back into the sea.
b pouring water on the dolphin.
c its friends and family.
d the children saved the dolphin's life.
e how long the dolphin can live on land.
f with a rescue team.

1 Listen and repeat. 105

basic	*adj* not very comfortable, with only the necessary things
busy	*adj* full of people and activity
cheap	*adj* costing only a little money
dull	*adj* boring, not interesting
expensive	*adj* costing a lot of money
luxurious	*adj* very comfortable and full of beautiful things
peaceful	*adj* quiet, with little or no activity
stimulating	*adj* interesting and exciting

2 Read and circle.

1 We had nothing to do. It was a very [✓ *dull*] / *stimulating* day.
2 The hotel was very *basic* / *luxurious*. It had a pool, restaurants and very big rooms!
3 It was very quiet and beautiful in the mountains. It was so *busy* / *peaceful*.
4 We didn't have much money, so we found a *cheap* / *expensive* restaurant.
5 I didn't have enough money to go inside the castle as it was very *expensive* / *cheap*.
6 The town was very *busy* / *peaceful*. There were a lot of cars and a lot of people.
7 New York is a very *stimulating* / *dull* city with lots of things to see and do.
8 Our hotel room was very *basic* / *luxurious*. There was just a bed and a chair.

Working with words

Some words have silent letters. We don't pronounce these letters when we say the words.

Silent 'w'	Silent 'h'
write	what
know	honest
wrong	white
snow	hour

Dictionary
Workbook 6
pages 126–134

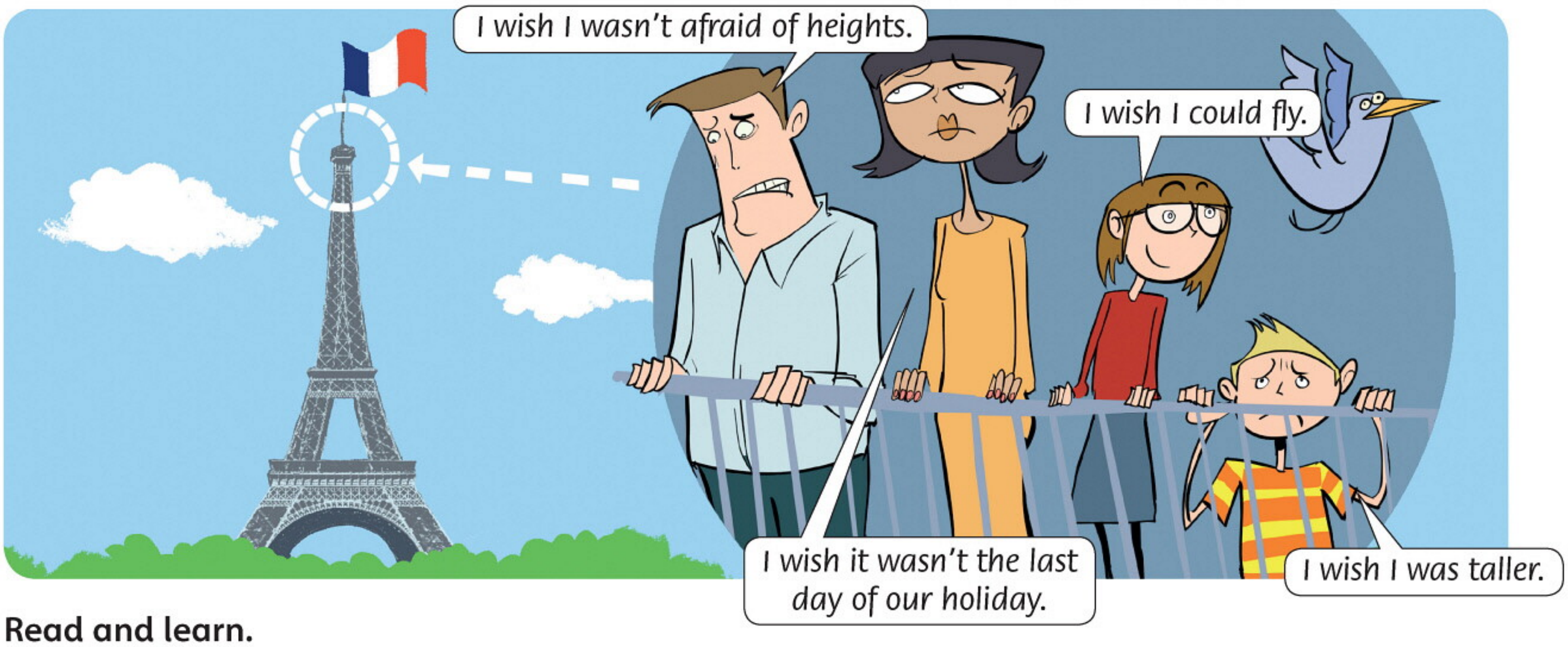
3 Listen and repeat. 106

4 Circle the silent letter.

1 Look at the sno[✓ w]. It's beautiful.
2 Tim is a very honest boy.
3 The lesson lasts an hour.
4 What is her name?
5 I'm going to write a poem.
6 This question is wrong.
7 She's wearing a white dress.
8 Do you know Susie?

Lesson Three Grammar 1

1 Listen and read. Are the family on holiday? 107


I wish I wasn't afraid of heights.
I wish I could fly.
I wish it wasn't the last day of our holiday.
I wish I was taller.

2 Read and learn.

wish

Use *wish* to talk about situations you'd like to be different.

I wish I was taller. **(He isn't very tall.)**

I wish I could fly. **(She can't fly.)**

I wish it wasn't the last day of our holiday. **(It is the last day of their holiday.)**

I wish I wasn't afraid of heights. **(He is afraid of heights.)**

Look! ***wish* + past simple**

3 Complete the sentences. Irregular verb list Workbook 6 page 135

1 I wish we could (can) go on holiday today.

2 I wish I ______ (have) a surfboard.

3 I wish I ______ (be) on the beach.

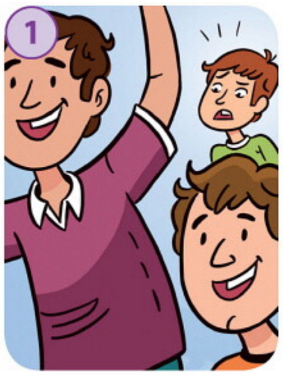
4 I wish it ______ (not be) raining.

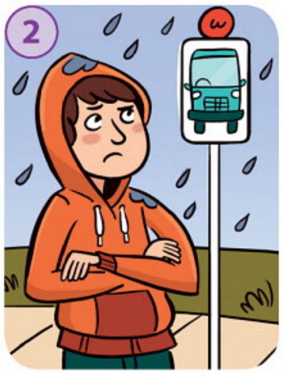
5 I wish we ______ (not be) so hot.

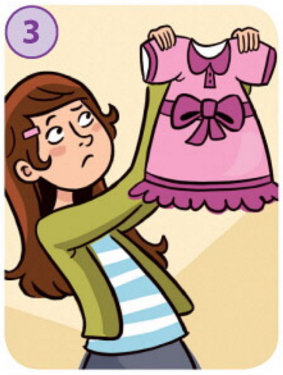
6 I wish it ______ (be) warmer today.

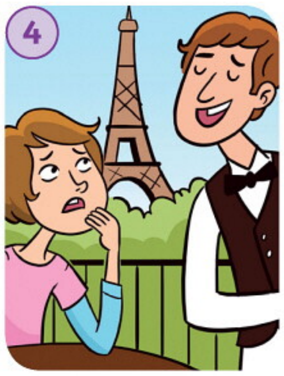
4 **Speaking** Ask and answer.

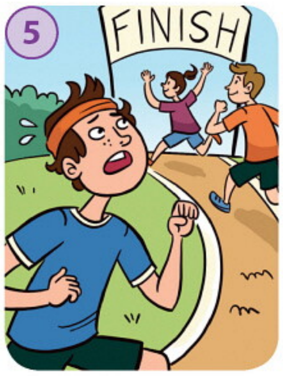
can / run fast   have / a new dress   can / speak French
not have / a lot of homework   not be / short   not be / raining

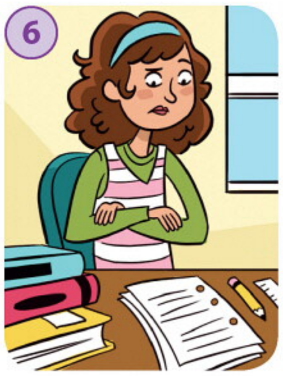
1


2


3


4


5


6


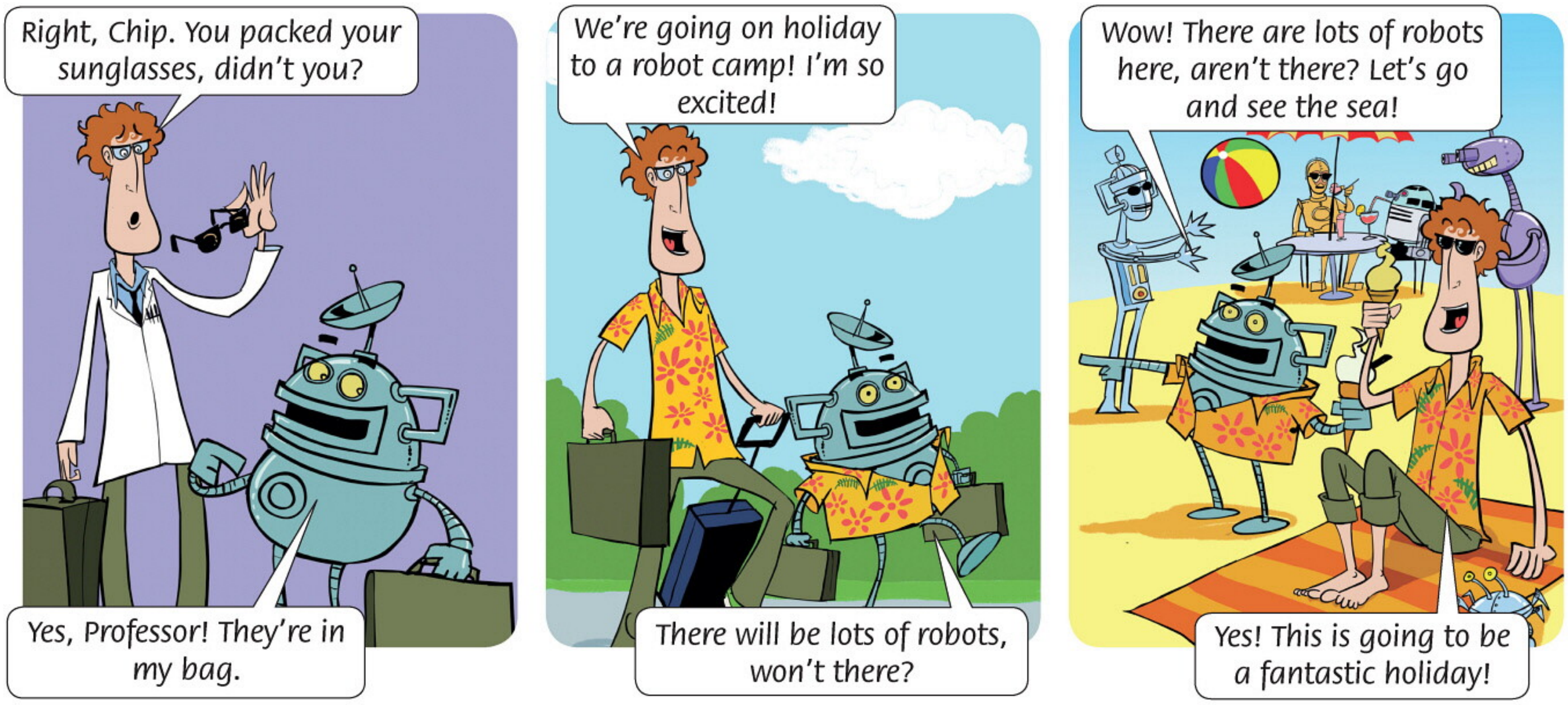
She wishes she had a new dress.

It's Picture 3.

Complete Grammar Time Exercise 1 on page 123 of Workbook 6.

PROFESSOR & CHIP

1 Listen and read.
Where are Chip and Professor going for their holiday? 108


Right, Chip. You packed your sunglasses, didn't you?
Yes, Professor! They're in my bag.
We're going on holiday to a robot camp! I'm so excited!
There will be lots of robots, won't there?
Wow! There are lots of robots here, aren't there? Let's go and see the sea!
Yes! This is going to be a fantastic holiday!

2 Read and learn.

Question tags

Use question tags at the end of sentences to mean "Am I right?" or "Do you agree?".
In sentences with the verbs *be* and *can*, we repeat the verb in the question tag.
There are lots of robots, aren't there? You can swim, can't you?

In sentences with most other verbs, we use *do (not)* / *did (not)* in the question tag.
You like strawberry ice cream, don't you? You packed your sunglasses, didn't you?

3 Read and match.

1 The Eiffel Tower isn't in London, f
2 It wasn't warm yesterday, ☐
3 You don't like fish, ☐
4 You travelled to Australia last year, ☐
5 The pyramids are in Egypt, ☐
6 You can speak Italian, ☐

a didn't you?
b can't you?
c aren't they?
d was it?
e do you?
f is it?

4 Write the sentences with question tags.

1 It isn't cold today, … It isn't cold today, is it?
2 The students work hard, …
3 You didn't go to the coast yesterday, …
4 They didn't read that book, …
5 Your sister is at university, …
6 The holiday was fantastic, …

G Complete Grammar Time Exercise 2 on page 123 of Workbook 6.

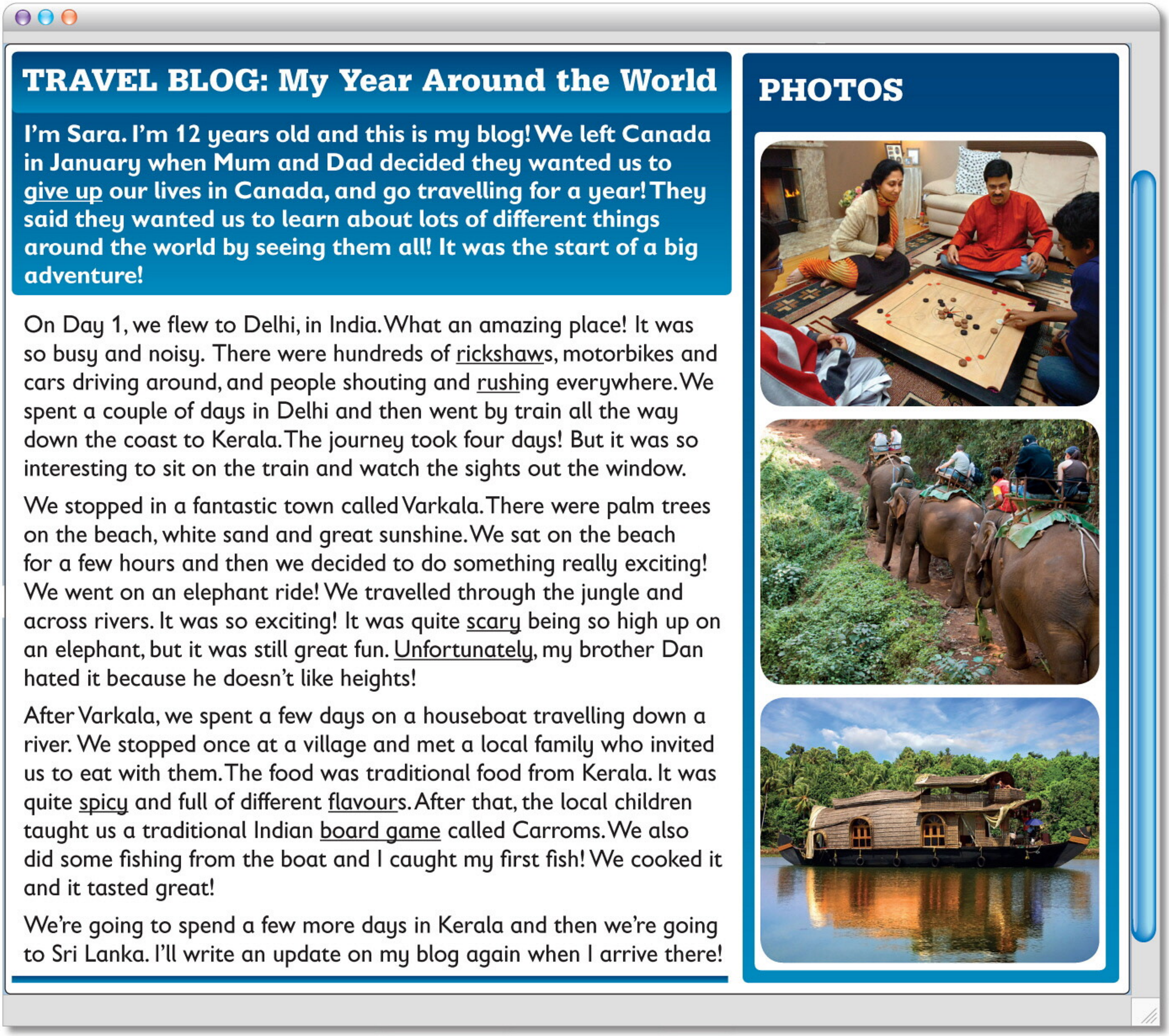
Skills Time!

Lesson Five

Reading

1 Look at the travel blog. Which countries does Sara talk about?

2 Listen and read. 109



TRAVEL BLOG: My Year Around the World

I'm Sara. I'm 12 years old and this is my blog! We left Canada in January when Mum and Dad decided they wanted us to give up our lives in Canada, and go travelling for a year! They said they wanted us to learn about lots of different things around the world by seeing them all! It was the start of a big adventure!

On Day 1, we flew to Delhi, in India. What an amazing place! It was so busy and noisy. There were hundreds of rickshaws, motorbikes and cars driving around, and people shouting and rushing everywhere. We spent a couple of days in Delhi and then went by train all the way down the coast to Kerala. The journey took four days! But it was so interesting to sit on the train and watch the sights out the window.

We stopped in a fantastic town called Varkala. There were palm trees on the beach, white sand and great sunshine. We sat on the beach for a few hours and then we decided to do something really exciting! We went on an elephant ride! We travelled through the jungle and across rivers. It was so exciting! It was quite scary being so high up on an elephant, but it was still great fun. Unfortunately, my brother Dan hated it because he doesn't like heights!

After Varkala, we spent a few days on a houseboat travelling down a river. We stopped once at a village and met a local family who invited us to eat with them. The food was traditional food from Kerala. It was quite spicy and full of different flavours. After that, the local children taught us a traditional Indian board game called Carroms. We also did some fishing from the boat and I caught my first fish! We cooked it and it tasted great!

We're going to spend a few more days in Kerala and then we're going to Sri Lanka. I'll write an update on my blog again when I arrive there!

3 Read again and write *True* or *False*.

1 The family are travelling for a year. True
2 The family travelled by plane to India. ______
3 The train journey to Kerala took a week. ______
4 Dan enjoyed the elephant ride. ______
5 The family spent one day on the houseboat. ______
6 Some children taught them a new game. ______

Words in context **1** **Find the words in the text. Write.**

Dictionary
Workbook 6
pages 126–134

give up rickshaw rush scary unfortunately spicy flavours ~~board game~~

1 I'm playing a board game with my brother.
2 My favourite ice cream ________________ are chocolate and strawberry.
3 We went to the beach, but ________________ the weather was bad.
4 I didn't like the funfair ride. It was too ________________.
5 I love ________________ food.
6 I travelled in a ________________ when I was in China.
7 I'm going to ________________ chocolate. I eat too much!
8 Don't ________________! It needs to be done carefully!

Listening

2 **Listen. Who is the interviewer talking to?** 110

3 **Listen again and match.**

Country		Favourite things
1 India	e	a a mountain
2 China	☐	b the rainforests
3 Australia	☐	c the animals
4 South Africa	☐	d New York
5 South America	☐	e the food
6 North America	☐	f the Great Wall

Speaking

4 **Ask and answer. Use the prompts or your own answers.**

Would you like to travel around the world?	________________	Yes, I would. / No, I wouldn't.
How long would you like to go for?	________________	One month. / Six months. / One year. / Three years.
Where would you like to go?	*I'd like to go to* ________________.	Asia / Africa / Europe / Australia / North America
What would you take with you?	*I'd take my* ________________.	mobile phone / MP3 player / books / schoolwork / diary
What would you miss?	*I'd probably miss my* ________________.	friends / TV / computer / clubs / favourite food

Lesson Seven

Writing

1 Look at the opinion essay. What is it about? **2** Read.

An opinion essay

We can write an opinion essay to discuss the advantages and disadvantages of something. We divide the essay into four paragraphs.

Paragraph 1:
the introduction (where we introduce the topic)

Paragraph 2:
the advantages (where we explain the good things about the topic)

Paragraph 3:
the disadvantages (where we explain the bad things about the topic)

Paragraph 4:
the conclusion (where we make our final decision about our opinion)

Tourism

Every year, millions of people travel around the world to visit the islands in the Caribbean Sea. But is it a good thing?

There are some very good things about tourism in the Caribbean islands. Firstly, it is good for people to see the culture and history of other places. Secondly, tourists spend money in hotels, restaurants and shops. This is good for local people. Thirdly, tourism often means that better roads and airports are built, which is also good for local people.

However, not everything about tourism in the Caribbean islands is good. Firstly, tourists can make peaceful places busy and noisy because there are more people, cars and planes than before. Secondly, tourism can destroy wildlife because hotels are sometimes built on their natural habitat. Finally, many foreign businesses own the hotels, shops and restaurants. So, sometimes, big companies get all the money, not the local people.

It seems to me that although tourism can be good for islands in the Caribbean, it can have bad sides, too. In my opinion, it's always important for tourists to respect the local culture.

3 **Read again and answer the questions.**

1 Where do tourists often spend money?

2 How does tourism hurt wildlife?

4 **Look at the sentences. Which paragraphs in an opinion essay do they come from?**

1 Climbers often leave a lot of litter. Paragraph 3

2 In my opinion, people should respect the environment. ______

3 Climbing is a popular sport, but is it a good one? ______

4 You can see some fantastic scenery. ______

5 Exercise is very good for your health. ______

6 It can be very dangerous. ______

5 **Complete the writing task on page 106 of Workbook 6.** page 106

1 Complete the quiz.

1 (adj) *very comfortable and full of beautiful things*
What is the word?

2 **How do the children know the dolphin has survived in the story?**

3 **Circle the silent letter.**
Look at the snow!

4 **Complete the sentence.**
I wish I ______ play basketball well.

5 **Complete the sentence.**
I wish I ______ a new computer.

6 **Circle the correct answer.** You don't like fish, *like* / *do* you?

7 **Which country are Sara and her family going to go to after India?**

8 (adj) *having a hot taste*
What is the word?

9 **Is this sentence in the introduction or the conclusion of an opinion essay?** Is deep sea diving a good idea?

10 **Is this sentence about an advantage or a disadvantage of deep sea diving?** You can see some amazing sealife.

2 Listen and order the lines. Sing. 111

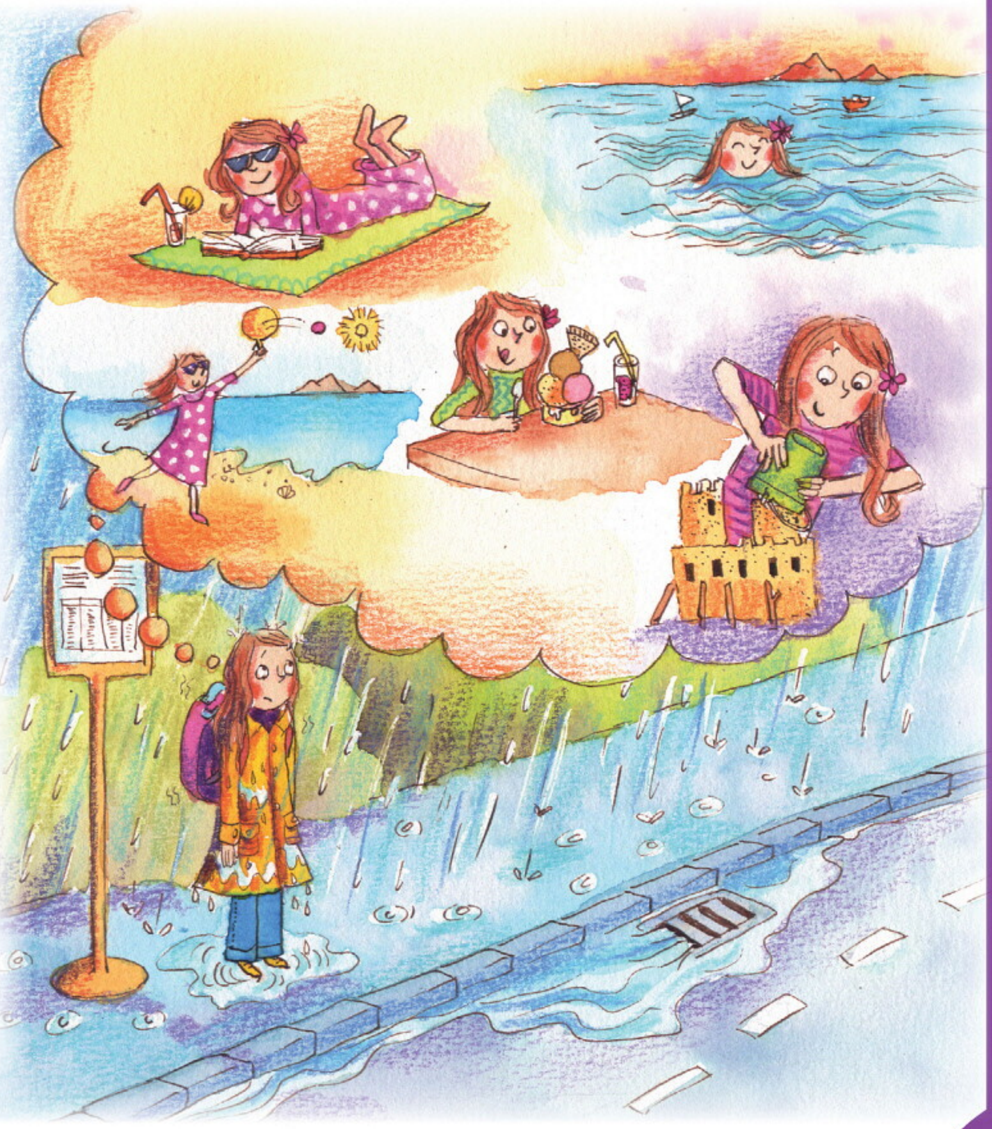
I wish I was on holiday

__1__ I wish I was on holiday
___ Or sitting in the sun.
___ And having lots of fun.
___ Swimming in the bright, blue sea

__1__ I wish I was on holiday
___ With ice creams in my hand.
___ Running round the yellow beach
___ And playing on the sand.

__1__ I wish I was on holiday
___ With friends and family, too.
___ And laughing all day through.
___ Smiling, talking, playing games,

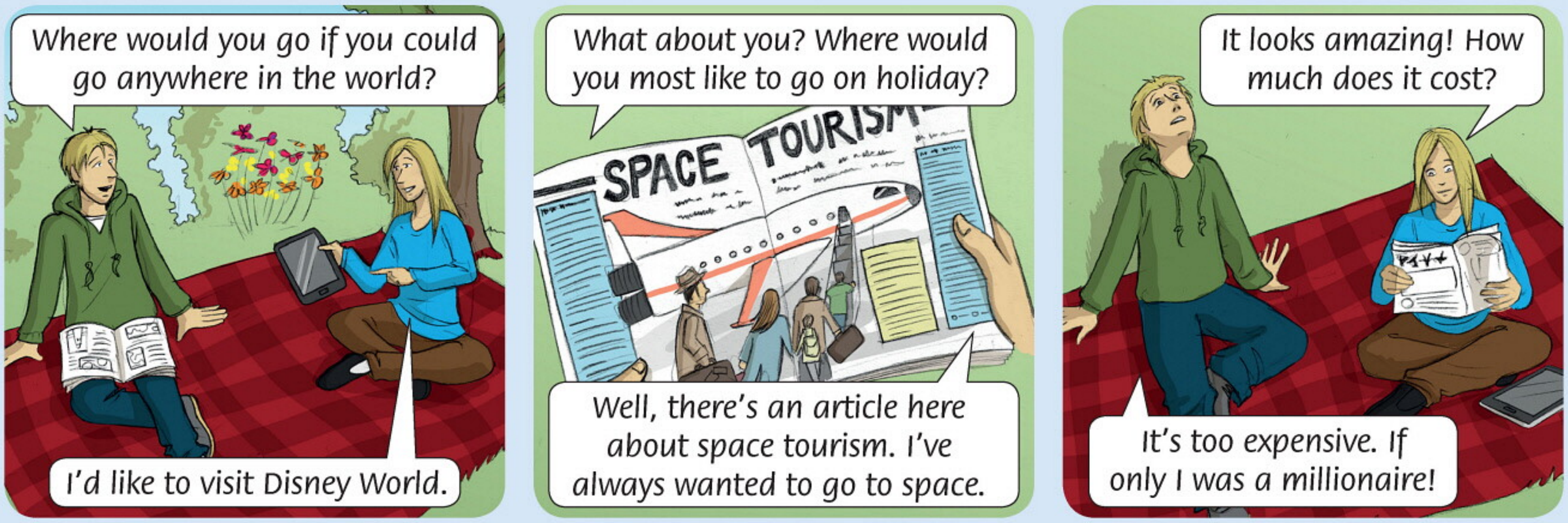
__1__ I wish I wasn't at the bus stop
___ I wish I was on holiday
___ And feeling cold and wet.
___ But it isn't summer yet!



Fluency Time! 4

Everyday English

1 Listen and read. 112


Where would you go if you could go anywhere in the world?
I'd like to visit Disney World.
What about you? Where would you most like to go on holiday?
SPACE TOURISM
Well, there's an article here about space tourism. I've always wanted to go to space.
It looks amazing! How much does it cost?
It's too expensive. If only I was a millionaire!

We use these phrases to talk about our dreams.

Where would you go if you could go anywhere in the world?
What's your dream holiday?
Where would you most like to go on holiday?

I'd like to visit Disney World.
I've always wanted to go into space.
If only I was a millionnaire.
I'd love to be rich and famous.

2 **Listening** Listen and write *True* or *False*. 113

1 Ben would like to visit Disney World. False
2 He'd love to be an astronaut one day. ______
3 He'd like to land on the Moon. ______
4 Zaid would like to go to Australia. ______
5 He'd like to be an explorer. ______
6 He'd like to travel into space. ______

3 **Speaking** Ask and answer. Use the prompts or your own answer.

Where would you go if you could go anywhere in the world?
I'd love to go to ______.

Where would you most like to go on holiday?
I've always wanted to go ______.

What's your dream space holiday?
I'd like to go to ______.

Disneyland Paris / the Kennedy Space Center / London Zoo

on a safari / on a tour of South America / to Australia

Mars / Jupiter / Venus / the Moon

Watch the DVD!

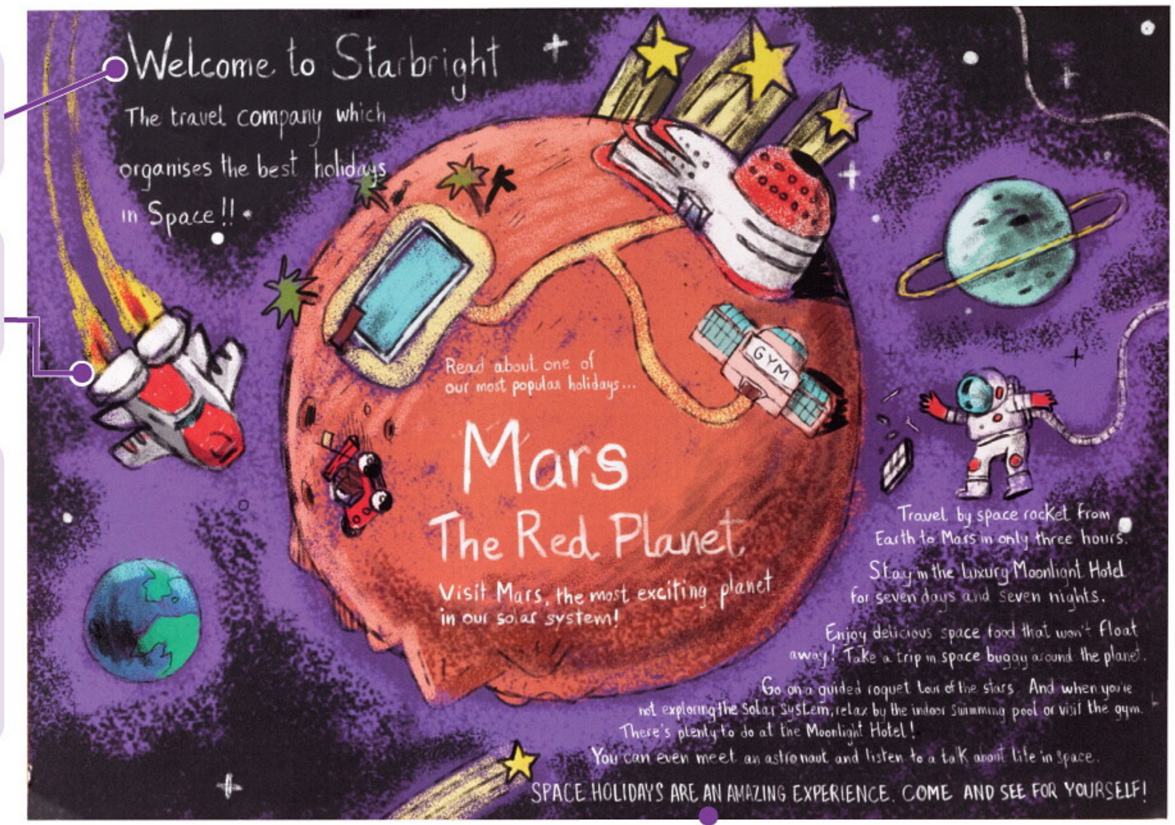
1 Look at the story again. Act.

2 Make a space tourist brochure.

① Think of a name for your travel company.

② Find pictures of space or draw your own.

③ Choose a planet and describe the holiday. Think about:
- the hotel
- the food
- things to do



Welcome to Starbright

The travel company which organises the best holidays in Space!!

Read about one of our most popular holidays ...

Mars
The Red Planet

Visit Mars, the most exciting planet in our solar system!

Travel by space rocket from Earth to Mars in only three hours.

Stay in the luxury Moonlight Hotel for seven days and seven nights.

Enjoy delicious space food that won't float away! Take a trip in space buggy around the planet.

Go on a guided roquet tour of the stars. And when you're not exploring the Solar System, relax by the indoor swimming pool or visit the gym. There's plenty to do at the Moonlight Hotel!

You can even meet an astronaut and listen to a talk about life in space.

SPACE HOLIDAYS ARE AN AMAZING EXPERIENCE. COME AND SEE FOR YOURSELF!

3 **Speaking** Talk about your brochures. Ask and answer.

Where would your hotel be?

I'd love to have a hotel on Mars.

That sounds exciting. What would people do there?

Well, I like sport, so ...

4 **Speaking** Tell the class about your project.

Where can you travel to?

Where can you stay?

What can you eat?

This is my space travel brochure.
On this holiday, you can travel to Mars.
You can stay in ...

1 Look at the pictures. What can you see? Where are the objects?

2 Listen and read. 114

The Mysteries of Mars

People have always been fascinated by Mars, and it has become one of the most explored planets in the Solar System. In the early 1600s, when the telescope was invented, astronomers looked up at the planet and wondered what it was like. Since then, as technology has grown, scientists have sent satellites to orbit Mars and robots to explore the surface. Over the centuries, they have discovered many things.

The Climate

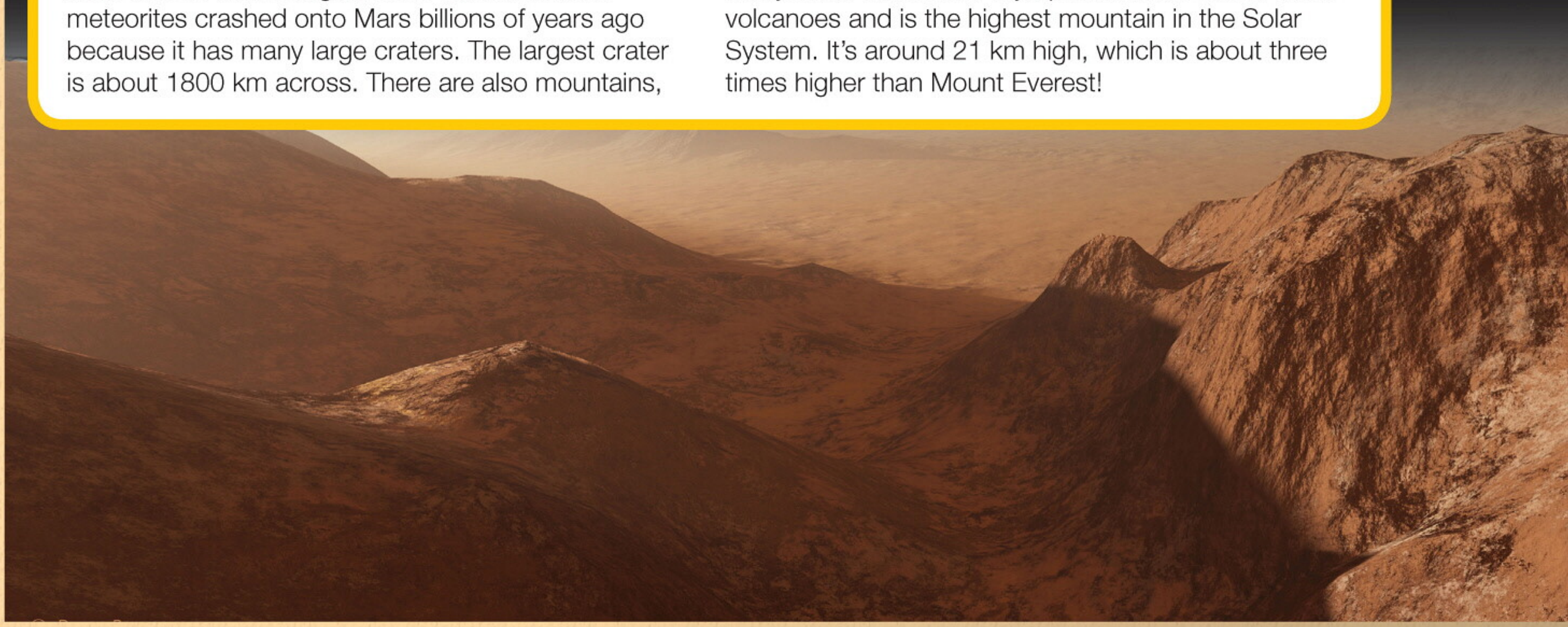
Mars is known as the 'Red Planet' because it is covered in red dust. It has violent dust storms, so the surface is always changing. It is the second-smallest planet in the Solar System and fourth in line from the sun, which means it can get very cold. The highest temperature on Mars is about 25°C, but the lowest is around -120°C.

The Discovery of Water

Mars is in the middle of an ice age, so liquid water cannot exist on its surface at the present time. However, photographs show markings on the surface of the rocks. Scientists think these markings suggest there were rivers there. Perhaps this was because of melting ice, or perhaps there was rain and snow. Some scientists even believe a large ocean once covered the northern half of Mars.

The Surface

Mars has an interesting surface. Scientists think meteorites crashed onto Mars billions of years ago because it has many large craters. The largest crater is about 1800 km across. There are also mountains, valleys and volcanoes. Olympus Mons is one of these volcanoes and is the highest mountain in the Solar System. It's around 21 km high, which is about three times higher than Mount Everest!



3 **Read again and answer the questions.**

1 Why is Mars called the 'Red Planet'?
2 What is Olympus Mons?
3 What was the name of the first spacecraft to land on Mars?
4 When did Curiosity land on Mars?

4 **Discuss.**

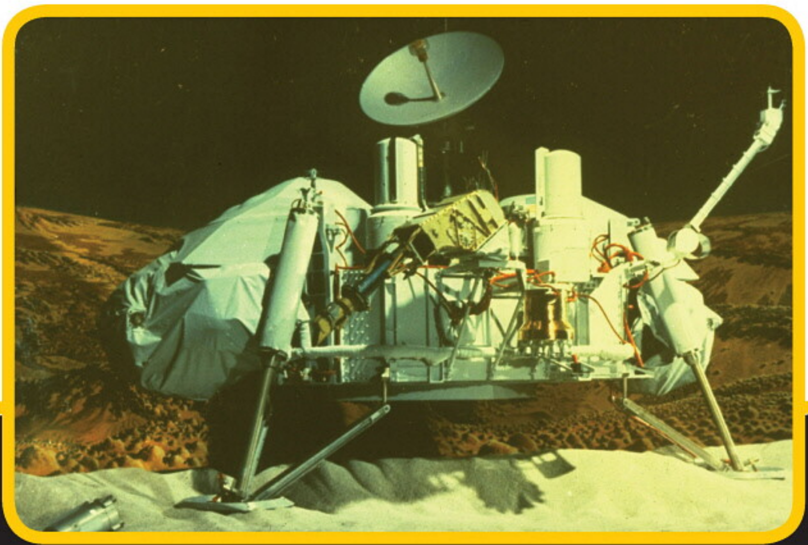
1 Do think space exploration is a good idea? Why (not)?
2 Do you think humans will ever land on Mars? Why (not)?

The Early Missions

The first missions to Mars began in the 1960s, when the Soviet Union and the US began sending spacecraft to orbit the planet. These spacecraft took photographs and collected information about many things. Some of them tried to land on the surface, but these attempts were unsuccessful.

Then, in July 1976, the first unmanned spacecraft landed on Mars. It was called Viking 1. In September, its twin, Viking 2, landed on a different part of the planet. These two spacecraft had computers that could record information around them and send it back to earth. However, the spacecraft could only stay in one place. So scientists weren't able to know what the whole of Mars was like.

In 1996, the Sojourner was launched. This craft was different from Viking 1 and 2 because it could move around, like a remote-controlled car. It was known as a rover because it could travel across the surface without a human driver, and explore other areas. In 2004, two more rovers were launched and landed on Mars. These rovers were called Spirit and Opportunity. Unfortunately, Spirit has since become trapped and has stopped working, but Opportunity is still active. It continues to move, collect information, take photos and report back to earth.



The Landing of Curiosity

More recently, in 2012, NASA sent a new rover called Curiosity to Mars. This rover, which is the size of a car, has six wheels and is around 2.8 metres long. It can travel 200 metres per day. It has computerized equipment which can survey rocks, soil and dust. It has cameras which can send images back to earth. It is the biggest and most advanced rover yet. Its mission is to find out more about the climate and geology of Mars, and also to find out if there was once some kind of life there.

The Future of Space Travel

Scientists have discovered a lot about Mars through satellites and different kinds of robots. However, they are working hard to improve technology. They hope that, one day, they will be able to send astronauts to walk upon the surface of the 'Red Planet', so that they can learn more about the mysteries of Mars.

Scientists also hope to develop ways to increase the number of people that can travel into space. It's already possible to pay thousands of dollars to book a place on a spacecraft and travel with astronauts. But, as more and more people are becoming interested, companies such as Virgin Galactic are planning to provide a space tourism service. Virgin Galactic is building a fleet of commercial spaceships, with the intention of making space travel a reality. And, as the demand increases, the price of tickets will become lower. Then, travelling in space, or even exploring other planets such as Mars, may become a reality for ordinary people.

1 Look at the pictures. What are the astronauts doing?

2 Listen and read. 115

The Diary of an ASTRONAUT

16th October

06.00

We had our usual wake-up call this morning. I didn't want to get up because I was really comfortable. Some people think that sleeping in space must be really uncomfortable, but it isn't! We sleep in sleeping bags in compartments and strap ourselves in so that we don't float around while we sleep. There is no gravity in space so, if something isn't tied down, it floats away! We also have eye masks and earplugs at night as it can be difficult to sleep because of the light and noise from the machines all around us. We usually have about eight hours of sleep but, last night, I only slept for about six hours. That's because I was staring out of the window at the views and taking pictures. It's amazing to see the earth and all the stars from up here.

When I was finally awake, I had a very quick wash. There isn't much water on a space station because we have to bring most of it from earth on the space shuttle. We use water for drinks and washing, but there isn't enough water for washing up, so we eat from food containers that we can throw away.

I had some bread and jam for breakfast. Some people think we only eat dry food in space, but this isn't true. We have lots of different types of food. Firstly, we have food that is ready to eat, like nuts and biscuits. Secondly, we have food that you have to add water to, like soup. We also have food from tins, such as fish and fruit. We drink from cartons and use straws so that the liquid doesn't float away and damage any of the machines. This is very important because, if liquid damaged the machines, it would be very dangerous in space!

After breakfast today, we did our usual cleaning jobs. It's really important that the space station is clean and tidy. This is because bits of rubbish can float away and damage the machines. All the rubbish we collect is taken back down to earth. After we had cleaned, we sat down and had our usual daily planning conference with Mission Control on earth. This is when we find out what work we have to do during the day.

3 **Read again and answer the questions.**

1 How does the astronaut sleep at night?
2 Who does the astronaut speak to every morning on earth?
3 Why did the astronaut go on a spacewalk?
4 How much exercise does the astronaut do every day?

4 **Discuss.**

1 Do you think exploring space is a good idea? Why (not)?
2 Would you like to be an astronaut? Why (not)?

08.00

My first job today was to go on a spacewalk to check for damage on the outside of the space station. First, I had to put on my spacesuit. Spacesuits are very important because they protect us from the dangers of being outside. Firstly, they protect us from extreme temperatures. Secondly, they protect us if we are hit by speeding objects in space. Thirdly, they provide the oxygen we need to breathe while we are in space. It takes about an hour to put on a spacesuit because you have to spend a lot of time checking for leaks or holes. But going on spacewalks is one of my favourite activities in space. It's such an amazing feeling to be floating out amongst the stars and the planets. Today, I didn't find any problems, so I was back inside the space station in time for lunch.

13.00

We usually have one hour for lunch and, today, we had soup and bread to eat, followed by some tinned fruit and some biscuits. After that, we cleaned up, had a rest and then got ready for the afternoon's work.

14.00

After lunch, I helped to repair a damaged satellite. We sometimes visit orbiting satellites when we need to repair them. We use the space shuttle's robotic arms to work on them, but we also sometimes pull them in so that we can work on them more slowly. We successfully repaired the damage and we will return the satellite to orbit tomorrow.

18.30

In the early evening, I did my exercise. Exercise is really important for us when we are in space. On earth, we are always using our bones and muscles to move against the force of gravity. In space, there is no gravity, so our muscles and bones don't need to work so hard! They can become very weak, so we do at least two hours of exercise every day on the exercise machines at the space station. If we didn't do any exercise, then our muscles might become so weak that we couldn't walk any more when we returned to earth!

After dinner, there was a meeting for the whole crew to discuss some of our plans for the rest of our stay at the space station. Then we had some free time. This evening, I listened to some music and wrote in my diary. I looked at the views and thought about how lucky I am to be an astronaut! It's brilliant!

Films in English

1 Listen and read. Find titles of eight films. Which of these films have you seen? 116

Do you like watching films? Many of the most popular films are produced by big American film companies. Some successful films are also made in other countries, such as the UK, Australia and New Zealand.

1

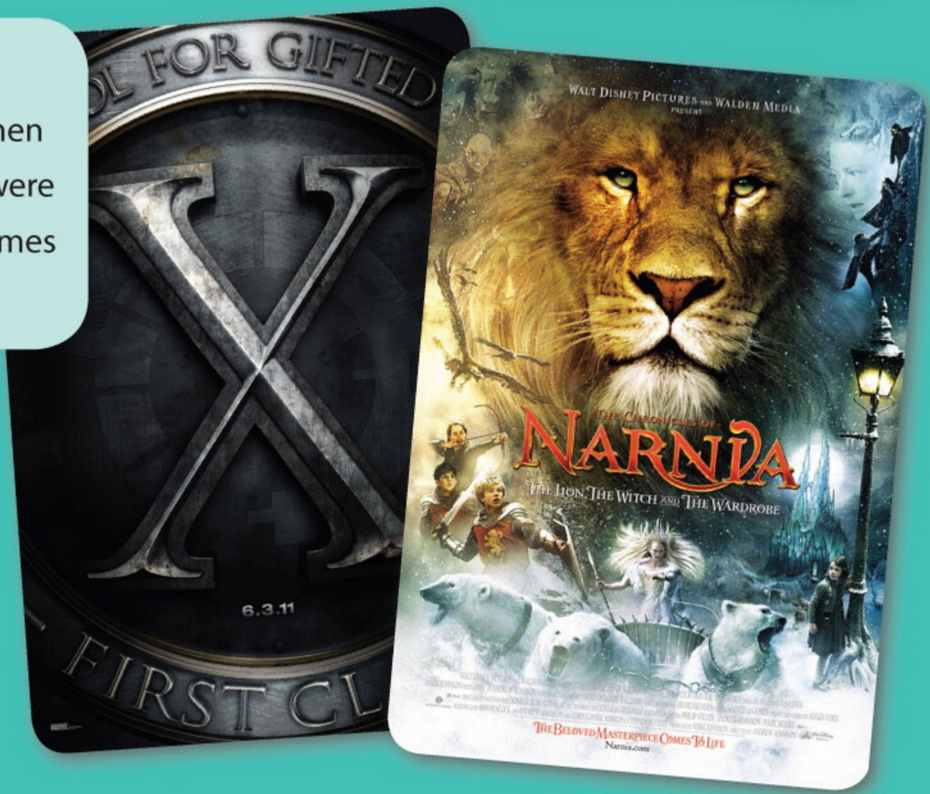
Hollywood is in an area of Los Angeles in California, US. It has been the centre of the American film industry for about 90 years. Going to Los Angeles is a great experience because there is so much to do and see there. When you visit, you can go to a film studio and find out how a film is made. You can also visit the Hollywood Walk of Fame and see the names of the most famous actors written in stars on the pavement.

SHERIFF
WANTED

MEGASTORE
Kodak TH

2

Some of the films produced by the big American film companies are filmed in other countries. For example, when they made *The Chronicles of Narnia,* many of the scenes were filmed in New Zealand. And *X-Men: First Class*, starring James McAvoy, was filmed in England.

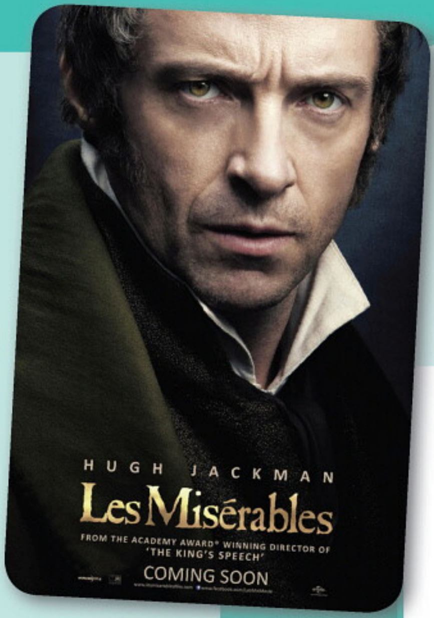

OL FOR GIFTED
X
6.3.11
FIRST CL
Walt Disney Pictures and Walden Media present
The Chronicles of Narnia
The Lion, The Witch and The Wardrobe
The Beloved Masterpiece Comes To Life
Narnia.com

Factfile

India has the biggest film industry in the word. It's called Bollywood. Most Indian films are in Hindi because this is the most widely spoken language.

3

Other English-speaking countries, including the UK and Australia, also have their own film industries. Some famous Australian actors include Sam Worthington (*Avatar*) and Hugh Jackman (*Les Misérables*). Which actors do you know from these countries?


HUGH JACKMAN
Les Misérables
FROM THE ACADEMY AWARD® WINNING DIRECTOR OF 'THE KING'S SPEECH'
COMING SOON

Blockbusters

JOHNNY DEPP
Charlie and the Chocolate Factory

Many old, successful films have been remade in the last 20 years because technology has improved. For example, when CGI (computer-generated imagery) became popular and cheaper, many studios began to remake classics like *King Kong* and *Charlie and the Chocolate Factory*. These are now modern blockbusters!

The Hobbit films and *Lord of the Rings* films are a series of fantasy films. They were filmed in New Zealand.

FROM THE DIRECTOR OF THE LORD OF THE RINGS TRILOGY
THE HOBBIT
DECEMBER 14, 2012

The *Toy Story* films are some of the most popular animated adventure films. When *Toy Story* was made, it was the first film created on a computer. The same studio also made *The Incredibles* and *Monsters University*.

Let's talk about Films in English!

Use because to help explain why something happens.
Going to Los Angeles is a great experience because there is so much to do and see there.
Use when to talk about things that happen at the same time.
When *Toy Story* was made, it was the first film created on a computer.

2 Read again. Answer the questions.

1 Which place is the centre of the American film industry?
Hollywood

2 What can you see on the Hollywood Walk of Fame?

3 Where was *X-Men: First Class* filmed?

4 What was the first film to be created on a computer?

3 Talk about films with your partner. Ask and answer.

What's your favourite film? Why?

What job would you most like to do in the film industry?

What do you usually eat and drink in the cinema?

What's your favourite film and why?
I love Toy Story because it's really exciting and fun to watch.

4 Write about your favourite film. Draw a scene.

My favourite film is Rio. It's an animated adventure story about a pet macaw called Blu that never learned to fly. He meets Jewel, who …

Canada

1 Listen and read Jack's interview for his school magazine. Where in Canada did Lucy visit? 117

This month, we are focusing on English-speaking countries around the world. Jack Lewis is interviewing fellow student Lucy Ryan about her recent trip to Canada.

Jack Hi, Lucy. Thank you for agreeing to this interview. I know you only arrived home this morning. It was a long plane journey, wasn't it?

Lucy Yes, it was. The flight took eight hours.

Jack You hadn't been to Canada before, had you?

Lucy No, I hadn't. It was a great experience. I went to the Rocky Mountains.

Jack Can you tell us something about them?

Lucy Yes. The Rockies are a huge and beautiful mountain range. They stretch for nearly 5,000 km, and go from Canada, through the United States and then Mexico. The highest peak is Mount Robson. You can see forests, waterfalls, rivers and all kinds of wonderful things there.

Jack You went to a national park there, didn't you?

Lucy Yes, I did. I visited the Jasper National Park, which is a large national park in Canada. There's some amazing wildlife there.

Jack You didn't see a bear, did you?

Lucy No, I didn't. But I saw an elk. It was amazing! I also saw deer and a pack of coyotes.

Jack Tell me some more about Canadian culture. What about the Mounties? Who are they?

Lucy Well, the Mounties are the Royal Canadian Mounted Police. They're famous for their scarlet uniforms and Stetson hats and, of course, their horses. I suppose it's easier to travel around the mountains when you're on a horse!

Jack And what about food? Maple syrup came from Canada originally, didn't it?

Lucy Yes, it did. The aboriginal people collected it from plants. It came from North America, too, but Canada's the biggest producer today. It's lovely and sweet, and delicious on pancakes. I also enjoyed the smoked meat sandwiches. And my favourite dish was *poutine*. It's a traditional dish made of chips, cheese and gravy!

Jack Sounds delicious! Well, thank you for talking to me, Lucy.

Lucy You're welcome.

Let's talk about Canada!

Use questions tags in the present or the past tense to mean "Am I right?" or "Do you agree?".
In sentences with the verbs *be* and *have*, we repeat the verb in the question tag.
It was a long plane journey, wasn't it?
You hadn't been to Canada before, had you?
In sentences with most other verbs, we use *do / did*.
You went to a national park there, didn't you?

2 Read again. Answer the questions.

1 How long was Lucy's flight?
It was eight hours long.

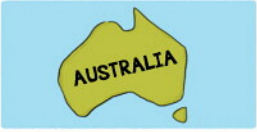
2 Which three countries are the Rocky Mountains in?

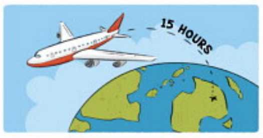
3 What animals did Lucy see in the national park?

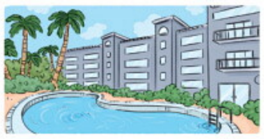
4 What uniform do the Mounties wear?

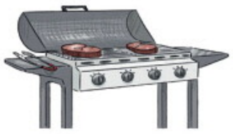
5 What was Lucy's favourite Canadian food?

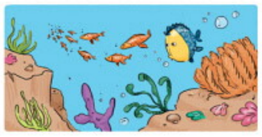
3 Look at the pictures. Ask and answer.

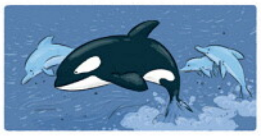












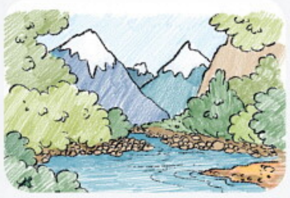
You went to Australia, didn't you?

Yes, I did.

You didn't go camping, did you?

No. I stayed in a hotel.

4 Write about a place you would like to visit. Think about the geography, wildlife, food, etc.



New Zealand is a beautiful place with many mountains, rivers, lakes and beaches. You can see lots of wildlife, including the kiwi. There are lots of lovely traditional foods ...

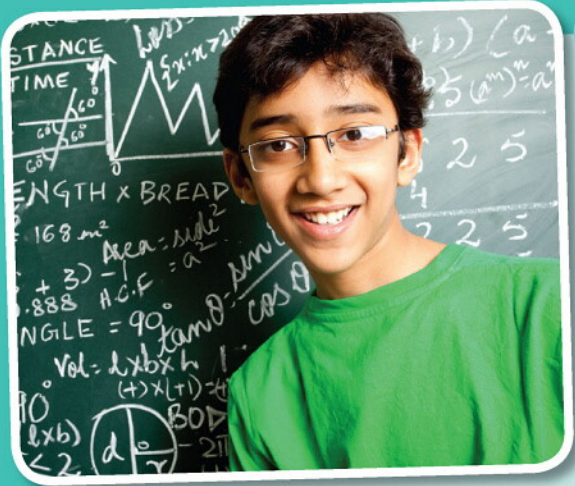
English around the World

1 Listen and read the text about languages. Which three countries are the children from? 118

1

Atan, aged 12

I live in Singapore. There are four official languages in my country. These are: English, Mandarin, Malay and Tamil. English is the working language of the country. This means it's the main language taught in schools and used by business. My parents are Malay, so I speak Malay at home with my family, but I speak some Mandarin and some Tamil, too. I speak English a lot with my friends at school and when we go out. There are a lot of visitors and tourists in Singapore, so I often have the opportunity to speak English to them. I like knowing different languages, but I probably wouldn't learn another language unless I wanted to live in that country.



2

Malik, aged 12

I live in Jaipur, which is a city in Rajasthan in India. India has many different languages. There are 22 main languages and over 1,600 regional varieties. Hindi is the official language of India, but English is widely spoken, especially in government and education. It's often called the working language of India. Hindi is my first language, so I speak that at home with my family. I can also speak Rajasthani and English, which I learn at school. I love Indian films, but I like watching British and American films, too. I don't speak English at home unless we have English-speaking visitors. I have family in London so, when they visit us, I always speak English to them. I'd like to be a translator one day. I won't be successful unless I speak English fluently.

3

Pilar, aged 11

I live in San Francisco in California in the US. Almost 40 million people live here, and more than 50 per cent of them are Hispanic, Asian, Native American or from another group. This means people speak a lot of different languages. English is the most widely spoken language, but millions of people also speak Spanish. My parents were born in California, but my grandparents were born in Mexico and came here when they were young. We always speak Spanish at home, and so I'm bilingual. I speak English with all my friends, at school and out on the street. I watch programmes in English on TV all the time. I don't watch films in Spanish unless my parents are watching them. I love listening to British and American music, but I enjoy Latin music, too.

Factfile

English is one of the main ways to communicate in the world. The main language used on the Internet is English. Also, 75 per cent of the world's letters and mail are in English!

Let's talk about languages!

Unless **has a similar meaning to** ***if not*****.**
We can use ***unless*** **in conditional sentences with** ***don't*****,** ***won't*** **and** ***wouldn't*****.**

I don't speak English at home unless we have English-speaking visitors.
I won't be successful unless I speak English fluently.
I probably wouldn't learn another language unless I wanted to live in that country.

2 Read again. Answer the questions.

1 How many official languages are there in Singapore?
There are four official languages.

2 What language does Atan speak at home?

3 How many languages does Malik speak?

4 When does he speak English at home?

5 Where were Pilar's parents born?

6 When does she watch Spanish films?

3 Talk about languages with your partner. Use the ideas in the box or your own.

… my British friend visits me.
… I went to live in China.
… my teacher asks me to.

I don't speak English at home unless my British friend visits me.

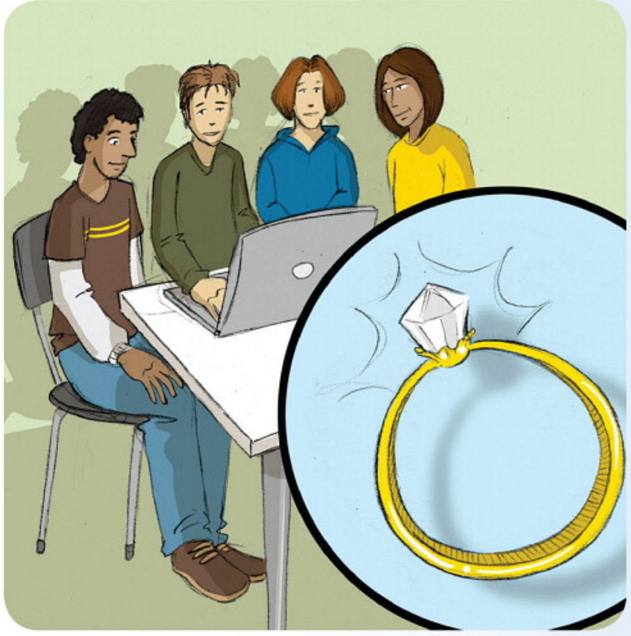
4 Write a paragraph about the languages you speak. Think about your official language(s), what you can speak and when you speak English.

I live in Rio de Janeiro in Brazil. The official language of Brazil is Portuguese and my parents are both from Brazil, so I speak Portuguese most of the time. I also speak Spanish and I try to speak English when …

Class play: The Mystery of the Diamond Ring

1 Look at the pictures. What are the characters doing?

2 Practise the play with your friends.



Scene 1: The Newspaper Article

Narrator The children are in the school playground.

Joe Hi, everybody. Have you seen this story in the local newspaper?

(Joe shows them an article in a newspaper.)

Anna Not yet. What's it about?

Joe Do you know Mrs Jones?

Tom She's the lady who lives in Rose Cottage, isn't she?

Joe That's right. Well, she's lost her diamond ring.

Kate Has it been stolen?

Joe Nobody knows! Mrs Jones says she took off her ring when she was washing up in the kitchen. She left it on the window ledge. Then she forgot about it.

Anna So it was stolen from the window!

Tom Yes, but who stole it?

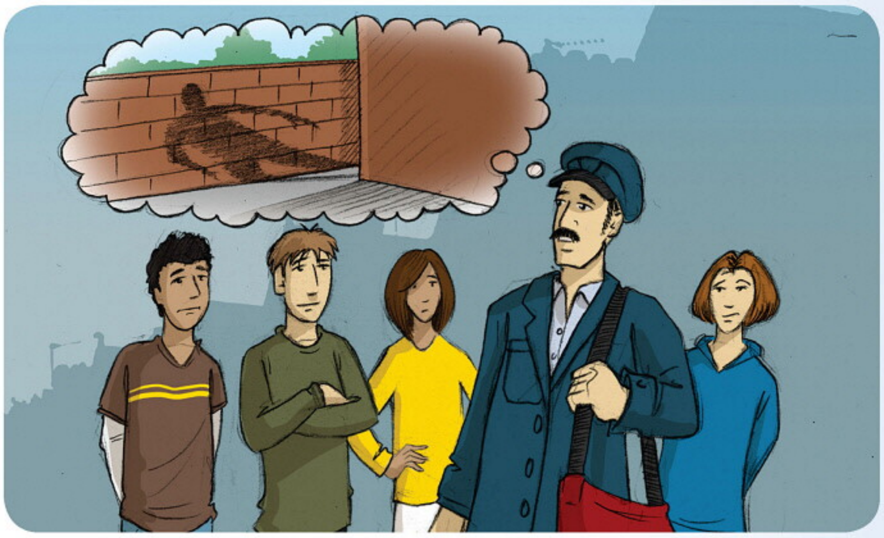
Kate I've got an idea! We should do some detective work.

Anna And, if we solve the mystery, we can write about it for the school magazine!

Scene 2: On the Way to Rose Cottage

Joe Look! *(Joe points.)* Here comes the postman. He might know something.

(The postman is walking towards them.)



Kate Let's ask him.

Tom Excuse me. We're from the local school and we're investigating the mystery of the diamond ring.

Anna We're going to write about it in our school magazine.

Postman That sounds interesting.

Joe The thing is … Mrs Jones lost her ring on Tuesday morning.

Kate And we were wondering … Well, you deliver letters to Rose Cottage, don't you?

Postman That's right. And, on Tuesday, I delivered a parcel, too. I knocked on the door and Mrs Jones answered it.

Tom What time was it?

Postman It was nine o'clock. I looked at my watch because I was late.

Anna Did you see anyone else?

Postman Well … yes. While I was standing outside, I saw someone walking round to the back of the house.

Joe What did he look like?

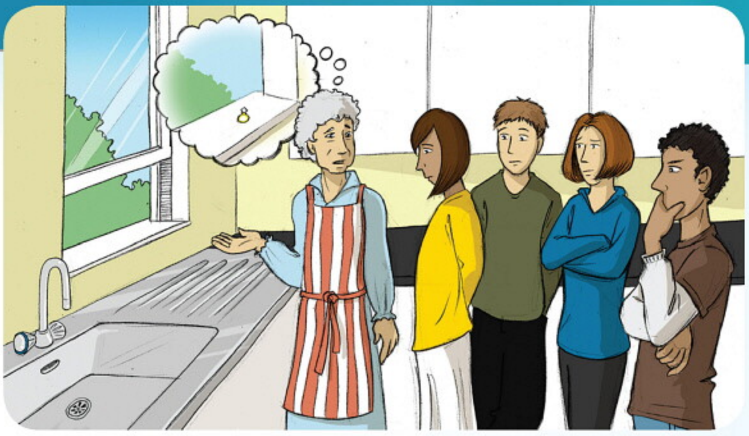
Postman I'm afraid I didn't look at him closely. I would have done, if I'd known it was important.

Kate Well, thank you. That's very helpful.

Postman Don't mention it. Good luck with the investigation.

(The postman walks away whistling.)

Scene 3: At Rose Cottage



Narrator The children are at Rose Cottage.

(Kate knocks on the door. After a moment, Mrs Jones appears.)

Kate Hello, Mrs Jones. We're working for our school magazine. We'd like to solve the mystery of your missing diamond ring.

Mrs Jones That's wonderful! Come in.

(The children follow her into the kitchen. Mrs Jones walks over to the window.)

Joe Can you tell us what happened?

Mrs Jones Well, I put my ring here and then I left the room. When I came back, it was gone.

Tom Was the window open?

Mrs Jones Yes, it was. Oh dear! If I hadn't left it open, the ring wouldn't have disappeared!

Anna Can we go outside?

Mrs Jones Yes, of course. My grandchildren are there and so is the gardener. He was here on Tuesday, too.

(The children follow Mrs Jones outside. The gardener is digging up a flower bed. Mrs Jones's grandchildren are playing under a tree.)

Mrs Jones Hello, Bob. These children have been investigating the mystery of my diamond ring.

(The gardener stops digging.)

Joe Hello. Mrs Jones said you were here last Tuesday. We were wondering … did you see the ring?

Gardener Yes, I did. I was walking past the kitchen at 9 a.m. and I saw the ring. It was sparkling in the sunshine.

Kate Did you see it there later?

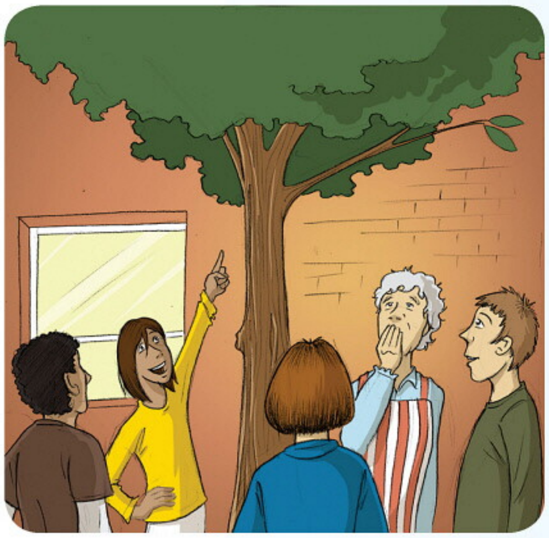
Gardener At 9.15, I went to my van to get some tools. The ring was there. While I was getting my tools, my wife phoned me on my mobile. I talked for five minutes. When I went back to the garden, the ring had gone.

(Mrs Jones walks over to talk to their grandchildren. Bob is digging again.)

Tom Hmm. What do you think happened? *(There's the noise of a bird. The children look up.)*

Kate I've got it! I know what happened! *(Kate looks excited.)*

Scene 4: The Mystery is Solved



Narrator The children explain the mystery.

Kate Listen everybody! We've solved the mystery of the diamond ring.

(Everybody gathers round.)

Mrs Jones That's wonderful! What happened?

Tom The postman said he saw someone walking round the back of the house, but that was the gardener.

Joe And the gardener wasn't the thief because …

Anna He's too nice! *(The gardener looks pleased.)*

Mrs Jones So where's my ring?

Kate Look up at the tree. Can you see that bird? It's a magpie. Magpies love stealing shiny things.

Mrs Jones Ah! You think the ring's in the magpie's nest, don't you?

Gardener Let's find out! I'll get a ladder.

(The gardener leaves and comes back with an imaginary ladder. He pretends to climb up to look in the nest.)

Gardener Here it is! I've found some other things too! There's a spoon and a bracelet as well.

(The gardener holds up a diamond ring, a bracelet and a spoon.)

Mrs Jones Oh, thank you! That's wonderful! And thank you, children. You've solved the mystery of the diamond ring. Would you like some cake to celebrate?

Kate Yes, please! And then we must go and write our story!

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2014

The moral rights of the author have been asserted

First published in 2014
2018 2017 2016 2015 2014
10 9 8 7 6 5 4 3 2

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

ISBN: 978 0 19 480834 7 Pack
ISBN: 978 0 19 480846 0 Class Book
ISBN: 978 0 19 480860 6 MultiROM

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Cover illustration by: Eric Kim (Three in a Box Illustration)

Main characters created by: Eric Kim (Three in a Box Illustration)

Story artwork by: Nigel Dobbyn (Beehive Illustration)

Professor & Chip created by: Steve May (Arena)

Illustrations by: David Cockburn pp.9, 17, 21, 39, 43, 55, 69, 73, 81, 107; Stephen Elford pp.32, 62, 92, 122, 134, 135; Mélanie Florian (The Bright Agency) pp.7, 15, 23, 31, 45, 53, 61, 75, 83, 85, 91, 105, 111, 121; Laure Fournier (The Organisation) pp.112, 113; Pablo Gallego (Beehive Illustration) pp.96, 97; Genevieve Kote pp.6 (Ex 4), 11, 19 (Ex 4), 26, 27 (Ex 4), 40 (Ex 4), 41 (Ex 4), 48, 49 (Ex 4), 57 (Ex 4), 70, 71 (Ex 4), 78, 87, 108 (Ex 4), 116 (Ex 4); David Lopez (The Bright Agency) pp.74, 88, 89, 110; Steve May (Arena) p.18; Mark Ruffle pp.22, 44; Pete Smith (Beehive Illustration) pp.36, 37, 66, 67, 88, 89; Laszlo Veres (Beehive Illustration) pp.51, 56, 60

The publisher would like to thank the following for their kind permission to reproduce photographs: Alamy pp.20 (Tanya Streeter diving/Buzz Pictures), 22 (caving/Aurora Photos), 34 (Baron de Coubertin/Mary Evans Picture Library), (Olympic flag/AKP Photos), 35 (fireworks/Duncan Vere Green), 42 (gondola in Venice/Iain Masterton), 52 (braille text/C. James Webb), 63 (chocolate/Lasse Kristensen), 65 (boy/Radius Images), 72 (treasure hoard/Steve Vidler), (Atocha treasure/Kerrick James), 100 (man with bike/Pete Frankman), 118 (playing Carroms/ZUMA Press, Inc.), 120 (St Maarten beach/Peter Phipp/Travelshots.com), 128 (Hollywood sign/Paul Brown), (Walk of Fame/JTB Media Creation, Inc.), (Western movie set/M.J. Mayo), 129 (girl/Image Source), 131 (Mountie/Gunter Marx), (maple syrup being poured/Tetra Images), (poutine/Lee Brown), 133 (shopping/California California); Bridgeman pp.12 (California coast/Christie's Images), (Mexican volcano/Index), 13 (tiger in jungle/National Gallery, London); Corbis pp.11 (boy with laptop/Kevin Dodge), 14 (stormy day at sea/Geoffrey Clements), 20 (Tanya Streeter/Reuters), 26 (people at Notting Hill carnival/Charles & Josette Lenars), 28 (chocolate igloo/Chris Helgren), (garlic ice cream stall/Robert Holmes), 34 (mens 400/800m wheelchair race 2012/Olivia Harris), 40 (lion on runway/Nik Wheeler), 48 (chicle tree harvester/Macduff Everton), 52 (Louis Braille/Bettmann), 58 (Charles Babbage's Experimental Machine/Bettmann), 63 (laptop/Leonello Calvetti), 65 (Holi festival/Floris Leeuwenberg), 74 (diver near wreck/Stephen Frink), 80 (Nazca lines spider/Keren Su), (Nazca lines monkey/Yann Arthus-Bertrand), 126 (astronaut doing space walk/NASA/Roger Ressmeyer), (astronaut eating/NASA/Roger Ressmeyer); Getty pp.26 (female presenter/Dream Pictures), 28 (Mango festival Delhi/Raveendran), 29 (rice festival in Arles/Pascale Beroujon), 30 (two boys with chocolate/White Packert), 35 (Usain Bolt/Franck Fife), (Michael Phelps competing/Adam Pretty), 48 (chewing gum/Brian Hagiwara), 50 (reed pen/SSPL), (Space pen/SSPL), 58 (first computer mouse/Getty Images), 64 (Old Delhi bazaar/Tim Graham), (Delhi street food stalls/Christophe Archambault), 70 (Everest/Alan Kearney), 72 (Titanic/Bob Thomas), 78 (Mary Celeste/Keystone), 80 (Nazca lines hummingbird/Tom Till), 81 (Nazca lines condor/Aaron Oberlander), 124–125 (panorama of Mars/Detlev van Ravenswaay), 125 (Viking 2/Time & Life Pictures), 127 (astronauts repairing Hubble Space Telescope/World Perspectives), 132 (Indian class/Indranil Mukherjee); iStock pp.42 (camels in desert/clearandtransparent), 43 (transport helicopter/jtilborg), 50 (quill pen/Viorika), (fountain pen/Akirastock), (biro pen/rusm), 132 (Malay boy/stevecoleimages), (Indian boy/VikramRaghuvanshi); Kobal pp.128 (Narnia/Walt Disney Pictures/Walden Media), (X-Men First Class/20th Century Fox/Marvel), 129 (Les Misérables/Working Title Films), (The Hobbit/New Line Cinema), (Toy Story/BuenaVist/Everett), (Charlie And The Chocolate Factory/Warner Br/Everett); Mary Evans Picture Library pp.34 (Olympia picture); OUP pp.42 (Asian elephant in forest/neijia), 64 (girl/Edyta Pawlowska, 104 (London Eye/Peter Barritt), 124 (satellite image of Mars/Photodisc), 125 (Curiosity Rover/Purestock); Rex Features pp.34 (Olympic medals/LOCOG), 119 (girl with globe/OJO Images), 129 (boy/Graham Alder)

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material:

p66 Adapted extract from Oxford Bookworm Library Stage 4: *Black Beauty* by Anna Sewell, retold by John Escott. © Oxford University Press 2008. Reproduced by permission.

2nd Edition

Family and Friends

Support and development for the whole child

Building on the exceptionally strong skills training, phonics and civic education of the internationally best-selling first edition, **Family and Friends 2nd Edition** now brings you:

- **NEW** Real-world fluency development with supporting DVD
- **NEW** Interactive online practice you can assign and track
- **NEW** Comprehensive assessment and testing programme, including Cambridge English: Young Learners (YLE)

For students

Family and Friends 6
Class Book
Student MultiROM

Class Book
with Student MultiROM

Family and Friends 6
Workbook
Label the picture.

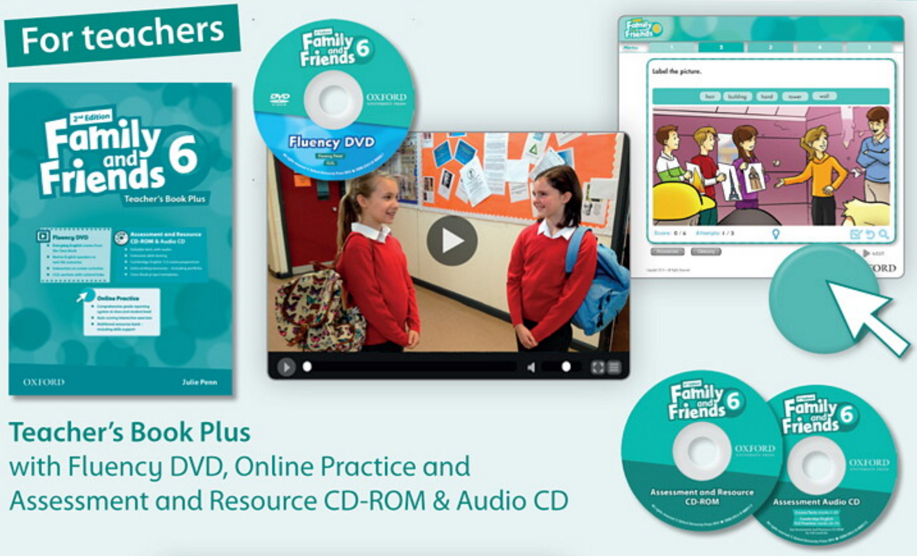
Workbook
with or without Online Practice

Also available

Grammar Friends 6
The Prisoner
The Secret Garden
Oxford Primary Skills
Reading and writing

Grammar Friends
Readers
Oxford Primary Skills: Reading and Writing

For teachers


Family and Friends 6
Teacher's Book Plus
Fluency DVD
Assessment and Resource CD-ROM
Assessment Audio CD

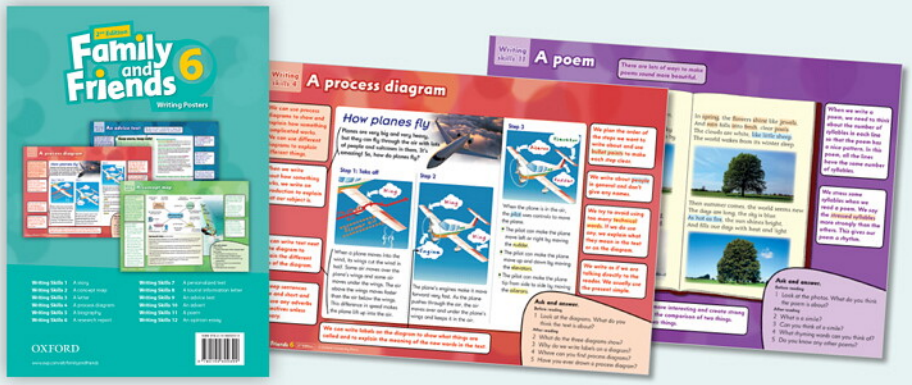
Teacher's Book Plus
with Fluency DVD, Online Practice and Assessment and Resource CD-ROM & Audio CD

Oxford iTools
Family and Friends 6

Oxford iTools
Digital Classroom Resources

Family and Friends 6
Class Audio CDs

Class Audio CDs


Family and Friends 6
Writing Posters
A process diagram
How planes fly
A poem

Writing Posters

OXFORD
UNIVERSITY PRESS

oxfordparents
Help your child with English
www.oup.com/elt/oxfordparents

ISBN 978-0-19-480834-7
9 780194 808347

www.oup.com/elt/familyandfriends